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ABSTRACT

This annotated bibliography contains more than 500 citations from sources in various subject areas that relate to small group communication. The sources, all published between 1950 and 1969, include discussion textbooks, expository articles, theoretical writings, experimental studies, and works on the teaching of discussion. The bibliography is divided into six cross-indexed categories. The categories are: general works and texts; leadership qualities and training; variables related to group processes; variables related to tasks and problems; teaching of small group discussion; and miscellaneous topics--applied discussion, public discussion, research methodology, and measurement. (RN)

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# A BIBLIOGRAPHY IN SMALL GROUP COMMUNICATION

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June, 1969

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## INTRODUCTION

While there is a great deal yet to be done in communications research, writings in this area are numerous. Literally hundreds of books and articles concerned with small group communication have been published. The only disadvantage of such diverse and expanding research and writing is the difficulty of synthesizing it. The writings in this area are located in many periodicals and books from different fields. It is the purpose of this bibliography to collate some of these works in a single list. It should serve students desiring a reading list in small group communication, teachers of discussion, and researchers who need a handy summary of some previous work in the field.

It would have been a huge task indeed to include every possible source on small group communication, and this work does not claim to have accomplished this level of comprehensiveness. There have necessarily been several limitations to the bibliography. (1) The works included are all published and date between 1950 and the present. (2) Only American works have been listed and (3) only works which deal entirely with the topic at hand. For example, several anthologies were excluded because small group communication is only one of several topics in their content. (4) I have additionally excluded studies on communication in dyads. To have included such literature would have opened up the entirely new areas of interviewing and general interpersonal communication. (5) Individual case studies have been excluded as well as sources dealing with the discussion method of teaching. (6) Finally, I have excluded sources dealing with communication as group therapy.

Generally, all sources are included which deal primarily with the communication within discussion groups. The range of appliable literature is wide. Included are numerous discussion textbooks, expository articles, theoretical writings, experimental studies, and sources dealing with the teaching of discussion. Every source has been annotated to help the reader determine the nature of the work. The table of contents should provide an adequate summary of the classification system used. Many sources are cross indexed and appear in more than one place. Such cross indexing is indicated by a second reference number in parentheses preceding the entry. Where two numbers appear before an entry, the reader should consult the number in the parentheses for the annotation.

Most of the sources, particularly the experimental studies, are in the field of social psychology. Social psychologists have examined many different variables related to the individual in the group, the group itself, and the interaction within the group. Additionally, the field of speech has contributed to our understanding, particularly in the area of discussion training. Most of the textbooks in discussion and articles dealing with the teaching of discussion are from the field of speech.

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# CHAPTER I

## General Works

### I. General Sources on Small Group Communication

1. Bain, Read. "Action Research and Group Dynamics," Social Forces, vol. 30 (1951), 1-10.

   This article attempts to explain the origins and scope of action research (in sociology) or group dynamics (in psychology). Some topics considered include the meaning of action research, some workers in the area, the amorality of science, research values, groups in which social action research is done, and some problems of measurement.

2. Benne, Kenneth D., Deland P. Bradford, and Ronald Lippitt. Group Dynamics and Social Action. New York: Anti-defamation League of B'nai B'rith, 1950.

   This pamphlet (60 pages) describes a typical meeting and includes an analysis of the communication in the group. From the analysis and a further survey of group relations, several rules for group action emerge.

3. Berne, Eric. The Structure and Dynamics of Organizations and Groups. Philadelphia: Lippincott, 1963.

   The author hopes to present some principles for the improvement of groups. The book is divided into three sections: an in-depth analysis of a single case, the establishment of a model for groups, and an analysis of the individual as a functioning member of groups.

4. Bonner, Hubert. Group Dynamics; Principles and Applications. New York: Ronald Press, 1959.

   There are five parts in this textbook. The first is a short history of the group dynamics movement. Second, the factors behind group behavior are reviewed; both individual and group properties are discussed. Third, the book describes conflict and adjustment. Such topics as problem-solving and leadership are considered here. Individual behavior is stressed in Part IV, and Part V reveals a critical analysis of the works in group dynamics.

5. Borgatta, Edgar F. and Leonard S. Cottrell, "Directions for Research in Group Behavior," American Journal of Sociology, vol. 63 (1957), 42-8.

   There is a great need for systematic research in group behavior. Some areas for research include the indentification of general dimensions of interaction and their syntality and personality dimensions, the study of theoretical variables, study of social perception, and research in social behavior change.

6. Bradford, Leland P. (ed.). Group Development. Washington, D.C.: National Education Association, 1961.

While relatively short (100 pages), this anthology includes 12 articles on several important topics dealing with group communication. Some topics include variables of the individual in the group, roles, stereotypes, feed-back, and decision-making.

7. Cantor, Nathaniel F. Learning Through Discussion. Buffalo: Human Relations for Industry, 1951.

The author makes clear in his preface that this is not a "how-to-do-it" text. Rather it is written to describe the psychological processes involved in group communication. The book is written for leaders, and three topics are stressed: learning, leadership, and the process of communication.

8. Cartwright, Dorwin. "Some Things Learned: an Evaluative History of the Research Center for Group Dynamics," Journal of Social Issues, Supplement Series No. 12 (1958), 3-19.

This article traces the development of Lewin's Research Center for Group Dynamics and the beginnings of the study of group dynamics. The author cites these developments as evidence for the need to study "group life."

9. Giffin, Kim "A Conceptual Basis for Experimental Studies in Discussion," Central States Speech Journal, vol. 11 (Autumn, 1959), 35-7.

The author reviews criteria for judging discussion for use in research. Some considerations include information presented and interpreted, analysis, problem evaluation, democracy in the group. Some possible research variables are also suggested: discussion formats, types of participants, and methods of leadership.

10. Golembiewski, Robert T. The Small Group: An Analysis of Research Concepts and Operations. Chicago: University of Chicago Press, 1962.

The author's aim is to designate the degree of convergence in small group work leading to conceptual synthesis. This small volume describes various kinds of small groups, experimental and natural. It discusses approaches to research, internal structures of groups, and several other related variables.

11. Guetzkow, Harold S. (ed.). Groups, Leadership, and Men; Research in Human Relations. New York: Russell and Russell, 1963.

This is a group of articles written as a result of the five-year Conference of the Advisory Board of the Human Relations and Morale Branch of the Office of Naval Research. The articles for the most part report studies in human relations. Several of the studies are relevant to small group leadership and communication. Some contributors include Raymond Cattell, Leon Festinger, Harold Guetzkow, Robert Kahn, Margaret Mead, S. E. Asch, and others.

12. Gunderson, Robert G. "Group Dynamics--Hope or Hoax?" Quarterly Journal of Speech, vol. 36 (February, 1950), 34-38.
Gunderson briefly reviews the beginnings of group dynamics as well as certain later developments. The lack of specificity and definition are challenged along with the failure to control and limit the investigations in the field.

13. Gunderson, Robert G. "This Group-Dynamics Furor," School and Society, vol. 74 (August 18, 1951), 97-100.
A background on the origins and scope of group dynamics is presented. Additionally, some criticism of the theory and research in the area are covered as well as some of the answers provided by group dynamicists.

14. Hall, Darl M. Dynamics of Group Action. Danville, Illinois: Interstate Printers and Publishers, 1957.
This book reports many group dynamics principles. Hypotheses and conclusions based on these principles are discussed. The author states that leadership teams may use this book for answers to group dynamic questions.

15. Herrold, Kenneth F. "Evaluation and Research in Group Dynamics," Educational and Psychological Monographs, vol. 10 (1950) 492-504.
The author claims that because of rapid growth in the field of group dynamics, several research problems have developed. He defines the concerns of the field. He believes that the researcher must make use of actual community study to improve research, although the author recognizes the technical problems involved.

16. Kelman, Herbert C. "Group Dynamics--Neither Hoax nor Hope," Quarterly Journal of Speech, vol. 36 (October, 1950), 371-377.
This is an answer to the article by Gunderson (See #12 above). Kelman is more favorable than his colleague and accuses Gunderson of failing to distinguish group dynamics as a research area from that as an applied approach. Group dynamics is a difficult, yet socially significant area and should be encouraged.

17. Kerlinger, Fred. "The Authoritarianism of Group Dynamics," Progressive Education, vol. 31 (1954), 169-173.
While the intention of group dynamicists is consensus in groups, this goal forces groups to follow an authoritarian procedure. A better alternative is majority rule.

18. Lifton, Walter M. Working with Groups: Group Process and Individual Growth. New York: John Wiley, 1961.
The author wishes to avoid a "cookbook" approach to small group communication. He organizes his book into eight chapters including general issues in small group study, the description of some actual group situations, and some self evaluative suggestions.

19. Lifton, Walter M. Working with Groups: Group Process and Individual Growth. New York: John Wiley, 1966.
This is a revision of the author's 1961 text. The author reviews some typical problems in group communication and some solutions. Chapter 4 is an analysis of an actual group communication case. The author particularly stresses small group communication in the educational setting. The reader might find this a good Capsule of problems and procedures of groups.

20. Lippitt, Ronald. "Group Dynamics and Personality Dynamics," American Journal of Orthopsychiatry, vol. 21 (1951) 18-31.
The author lists several areas of group dynamics already under study, and some criticism of methodology is presented. Two studies are summarized, and it is concluded that one can investigate group properties and processes. The author calls for more research in the future.

21. Meissner, William W. Group Dynamics in the Religious Life. Notre Dame, Indiana: University of Notre Dame, 1965.
This 180 page work defines the religious community in terms of groups, it defines group and leadership processes, and the role of the individual in the religious group.

22. Strodtbeck, Fred L. "The Case for the Study of Small Groups," American Sociological Review, vol. 19 (1954), 651-657.
This is the lead paper in a group of 14 papers on small group research. It discusses the importance of the area. The author believes that small group research is no longer a fringe activity in the behavioral sciences.

23. Zaleznik, Abraham and David Moment. The Dynamics of Interpersonal Behavior. New York: John Wiley, 1964.
This textbook on interpersonal behavior focuses on several topics pertinent to small group communication: group development and processes, role performance, and leadership.

General Works (Continued)

## II. RESEARCH SUMMARIES AND ANTHOLOGIES

24. Cartwright, Dorwin and Alvin Zander (eds.). Group Dynamics: Research and Theory. New York: Harper and Row, 1960.

This is a lengthy volume of 42 readings by well-known authors including Asch, Festinger, Deutsch, Katz, Bales, Bavelas, and others. Topics include group cohesiveness, group pressure, individual vs. group goals, leadership, and group structure. Each section is preceded by relatively lengthy introductions.

25. Hare, Alexander P. Handbook of Small Group Research. New York: Free Press of Glencoe, 1962.

This book was written as a reference source. The author believes that it represents the step between bibliography and unified theory. The book summarizes findings in group process and structure, variables affecting interaction, and performance characteristics. There is a supplement on research methods. The book references some 1400 sources.

26. Hare, A. Paul, Edgar F. Borgatta, and Robert F. Bales (eds.). Small Groups: Studies in Social Interaction. New York: Knopf, 1955.

This effort is divided into four parts: history and theoretical background, studies dealing with psychological factors in the social process, studies dealing with the sociological factors in the social process, and a guide to research literature. The final section is an annotated bibliography of about 580 titles.

27. Hare, A. Paul, Edgar F. Borgatta, and Robert F. Bales (eds.). Small Groups: Studies in Social Interaction. New York: Knopf, 1966.

This is the revised edition of the editors' 1955 work. It is an anthology of readings on the following subjects: early theory, early research, current theory, social perception, behavior consistency, group influence, networks, group equilibrium, group size, group composition and subgroups, role differentiation, and leadership. Many outstanding contributors are included.

28. Keltner, John W. "Communication in Discussion and Group Processes: Some Research Trends of the Decade 1950-1959," Journal of Communication, vol. 11 (1961), 27-33.

This article surveys nearly thirty studies in the areas of participation, structure, information, feedback, and language. The author poses ten research questions dealing with training, decision-making, group conformity, personality, patterns for discussion, and others.

29. McGrath, Joseph E. and Irwin Altman. Small Group Research: A Synthesis and Critique of the Field. New York: Holt, Rinehart and Winston, 1966.

This lengthy volume lists nearly 3,000 research reports in small group processes. Findings are summarized and referenced. Several sample annotations of about 250 sources representing every seventh source listed are included.

30. Olmsted, Michael S. The Small Group. New York: Random House, 1959.
This small book presents general information on the small group in several areas. Not everything in the book is pertinent to communication, but several relevant sections are included: group influence, problem-solving, group process, group dynamics, interaction process analysis.

31. Roseborough, Mary E. "Experimental Studies of Small Groups," Psychological Bulletin, vol. 50 (1953), 275-303.
This article summarizes the experimental work in small groups. 170 sources are cited and discussed under the classification of group and individual behavior, variables of the social structure, cultural variables, situational variables, and personality variables.

32. Shepherd, Clovis R. Small Groups: Some Sociological Perspectives. San Francisco: Chandler Publications, 1964.
This is a short treatment of some general aspects of small group study. Some basic small group theories are summarized (Homans, Thibaut and Kelley, Festinger, Kelman, Blau, and the emotionality theories). Some research findings are reported.

33. Sherif, Muzafer. "Integrating Field Work and Laboratory in Small Group Research," American Sociological Review, vol. 19 (1954), 759-771.
The author reviews the major research influences in the study of small groups. He reviews previous attempts to pull together psychological and sociological findings on small groups and calls for more of the same.

General Works (Continued)

## III. DISCUSSION TEXTS FOR STUDENTS

34. Auer, J. Jeffrey and Henry L. Ewbank. Handbook for Discussion Leaders. New York: Harper, 1954.

The authors state that they are presenting a step-by-step procedure for the planning and conducting of public discussions. The nature of discussion and the group are discussed in addition to discussion planning, leading, and evaluating.

35. Bales, Robert F. "In Conference," Harvard Business Review, vol. 32 (March-April, 1954), 44-50.

Bales puts research findings into practice by recommending certain "rules of thumb" for group discussions. Ten recommendations for better conferences emerge.

36. Barnlund, Dean C. and Franklyn S. Haiman. The Dynamics of Discussion. Boston: Houghton Mifflin, 1960.

This is a general college text in discussion. It is divided into five parts: (1) the setting in which discussion takes place, (2) group action on problems, (3) interpersonal relations, (4) leadership, (5) the uses of discussion. Some participation rating scales are presented. Some role playing exercises and cases are included in the appendix.

37. Beal, George M., Joe M. Bohlen, and J. Neil Raudabaugh. Leadership and Dynamic Group Action. Ames, Iowa: Iowa State University Press, 1962.

This text is written for persons interested in performing more efficiently in groups. The authors' goal is to increase understanding of concepts from sociology and social psychology. The book describes the nature of interaction, techniques and types of discussion, and techniques of group evaluation.

38. Beckhard, Richard. How to Plan and Conduct Workshops and Conferences. New York: Association Press, 1956.

The author hopes to provide principles on the basis of research and experience for conferences. The book is short (60 pages).

39. Braden, Waldo W. and Earnest Brandenburg. Oral Decision-Making; Principles of Discussion and Debate. New York: Harper, 1955.

The authors state their hope of integrating traditional principles with more recent findings. They wish the student to understand such concepts as interpersonal relations, role playing, sociometric procedures, feedback, permissiveness, and hidden agendas.

40. Chenoweth, Eugene C. Discussion and Debate. Dubuque: W.C. Brown, 1951.

This is a fundamentals text. The first two sections include matters of research, analysis, and persuasion applicable to both discussion and debate. Section III deals specifically with discussion (outlining, problems, leadership, participation, and types).

41. Cortright, Rupert L. and George L. Hinds. Creative Discussion. New York: Macmillan, 1959.
This is a standard text stressing the nature of discussion, methods, and types. Some rating scales are presented in Chapter 11.

42. Crowell, Laura. Discussion: Method of Democracy. Chicago: Scott, Foresman, 1963.
This book, designed for first courses in discussion, has two purposes: to analyze the process of discussion and to provide principles for improving it.

43. DuBois, Rachel D. and MewSoong Li. The Art of Group Conversation: a New Breakthrough in Social Communication. New York: Association Press, 1963.
This little book relates some practical suggestions on social conversations. Barriers to communication, leading discussion, and conversation topics are some subjects considered.

44. Fansler, Thomas. Creative Power Through Discussion. New York: Harper, 1950.
This is a brief text stressing group membership and participation, group behavior, problem-solving, and leadership. The language is perhaps simpler than other texts.

45. Garland, Jasper V. Discussion Methods Explained and Illustrated. New York: Wilson, 1951.
The author wishes to make a clear statement of discussion requirements along with examples. A third objective is to provide some useful materials for discussion.

46. Gulley, Halbert E. Discussion, Conference, and Group Process. New York: Holt, 1960.
This book presents basic theory of small group discussion for the student. Some topics include kinds of discussion situations, communication and interaction, discussion attitudes, leadership, and others. A twenty-page chapter is included in evaluating discussion, and several kinds of rating devices are included.

47. Gulley, Halbert E. Essentials of Discussion and Debate. New York: Holt, 1955.
This book was written for both high school and college students for classroom use or extracurricular speech activities.

48. Harnack, Robert V. and Thorrell B. Fest. Group Discussion: Theory and Technique. New York: Appleton-Century-Crofts, 1964.
The authors state their desire to take stands on controversial points concerning discussion theory. References are footnoted, and bibliographies are included.

49. Howell, William S. and Donald K. Smith. Discussion. New York: MacMillan, 1956.
This is a standard text on discussion. It stresses particularly reasoning as part of critical thinking.

50. Keltner, John W. Group Discussion Processes. New York: Longmans, Green, 1957.

This is a basic text including sections on problem-solving, preparation, participation, leadership, and a few other minor areas.

51. King, Clarence. Your Committee in Community Action. New York: Harper, 1952.

This book was written for persons who are involved in community conferences. The author states that it is not a scientific work, but is designed merely to give some principles.

52. McBurney, James H. and Kenneth G. Hance. Discussion in Human Affairs. New York: Harpers, 1950.

This is a standard undergraduate textbook for courses in discussion. Topics considered include the problem-solving process, meeting management, and types of discussion. Sample discussions appear in the appendix as well as a twenty-page bibliography.

53. Miles, Matthew B. Learning to Work in Groups. New York: Bureau of Publication, Teachers College, Columbia, 1959.

This book was written to aid in the improving of group work in schools. After an initial chapter on the small group process, the book covers major areas in training procedures for small groups. Some techniques for member rating are included.

54. Morgan, John S. Practical Guide to Conference Leadership. New York: McGraw-Hill, 1966.

This book, written for managers, gives practical principles for meeting leadership. After general considerations are discussed, some techniques for planning and conducting meetings are proposed. Special problems are covered as well as types of conferences.

55. Potter, David and Martin P. Andersen. Discussion: A Guide to Effective Practice. Belmont, California: Wadsworth Publishing Company, 1963.

This is a workbook designed for the classroom--a supplement to a discussion text or to be used alone. In addition to standard text material, numerous exercises and worksheets are included. Several rating sheets are presented throughout the book.

56. Sattler, William M. and N. Miller. Discussion and Conference. Englewood Cliffs: Prentice-Hall, 1954.

Basic considerations on problem-solving, leadership, participation, and speech and language are included. The authors make extensive use of footnotes. Case problems are included.

57. Sutherland, Sidney S. When you Preside. Danville, Illinois: Interstate, 1956.

This is a short book providing guidelines for planning and leading round table discussions, business meetings, service club meetings, panel discussions, symposiums and forums, conferences, and workshops.

58. Utterback, William E. Decision Through Discussion, A Manual for Group Leaders. New York: Rinehart, 1950.
This fifty-page manual is designed for newly-designated leaders of adult groups. Most of the book deals with preparation for discussion.

59. Utterback, William E. Group Thinking and Conference Leadership: Techniques of Discussion. New York: Rinehart, 1950.
This book is to provide detailed advice rather than theoretical considerations. The book deals with one form of small group communication--the informal discussion.

60. Wagner, Joseph A. Successful Leadership in Groups and Organizations. San Francisco: H. Chandler, 1959.
This 40-page paperback is a quick summary of some points on discussion and organizational procedures. It stresses parliamentary procedure. There are sections on informal discussion and public discussion.

61. Wagner, Russell H. and Carroll C. Arnold. Handbook of Group Discussion. Boston: Houghton Mifflin, 1965.
This handbook is written for relatively inexperienced students. The emphasis is practical rather than theoretical. The book includes several standard considerations such as speech and language. There are a few cases for analysis and other appended supplementary material.

62. Zelko, Harold P. Successful Conference and Discussion Techniques. New York: McGraw-Hill, 1957.
This general text provides guidelines for various kinds of conferences--public and private. Planning, leadership, and participation are stressed. A brief discussion of parliamentary procedure is presented in the appendix along with sample agenda and topics for discussion. Some role playing exercises are included.

# CHAPTER II

# LEADERSHIP

## II. GENERAL WORKS

63. Auer, J. Jeffery and Henry L. Ewbank. "A Concept of Leadership for Discussion Groups," Southern Speech Journal, vol. 19 (May, 1954), 283-293.

This article provides a summary of pertinent concepts relative to discussion membership and leadership. Group behavior is analyzed, the nature and function of leadership is discussed, and some facts relative to group membership are presented.

64. Cantor, Nathaniel. "Focus and Function in Group Discussion," Teachers College Record, vol. 53 (1952), 375-382.

The author criticizes the procedure used in most practical discussions. He claims that they are often directionless and loose. He believes that the leader has a professional function of guiding the group, not making decisions for the individual members. The leader should be particularly responsible for assimilating differences in the group. Additionally, the author states that group consensus need not be the goal in democratic discussion.

65. Haiman, Franklyn S. "Discussion Leader; Man, not Superman," Adult Leadership, vol. 1 (March, 1953), 5-7.

The discussion leader is in a unique position. He must be an arbitrator as well as expressing his own views--he is both a member and a leader. Can the leader accept himself as a group member? Can he learn to trust the group? Can the group itself assume some leadership responsibility?

66. Lippitt, Gordon (ed.) Leadership in Action. Washington, D.C.: National Training Laboratories, N.E.A., 1961.

This pamphlet is an anthology of fourteen articles on leadership. Several authors are well-known, and many have done original research in the area. The topics considered are diverse: research, group behavior, hierarchical leadership, democratic leadership, and others.

67. Merrifield, Charles W. "Current Controversies in the Theory of Leadership," Western Speech, vol. 20 (Spring, 1956), 83-89.

This article considers the various meanings of leadership. Three concepts of leadership are discussed: the idealist concept, the positivist concept, and the experimentalist concept.

68. Selvin, Hanan C. The Effects of Leadership. Glencoe: The Free Press, 1960.

This is a study of leadership influence. The author states that the significance of the work is not in the findings, but in the theoretical assumptions and the methodology. Some potentially useful research designs are presented.

LEADERSHIP (Continued)

II. RESEARCH SUMMARIES AND ANTHOLOGIES

69. Fiedler, Fred E. "Leader Attitudes and Group Effectiveness." Final Report. Office of Navy Research Project NR 170-106, N6-ori 07135. Urbana: University of Illinois Press, 1958.
This monograph summarizes a six year research project involving some 40 studies under the office of Naval research. Some important findings include the following: (1) For a group to be successful (effective), the leader must be acceptable to the group. (2) For a group to be effective, the leader must maintain some psychological distance from the group.

70. Gouldner, Alvin W. (ed.). Studies in Leadership: Leadership and Democratic Action. New York: Harper, 1950.
This is a 700-page anthology of readings in the area of leadership. Not all of the material is related to small group leadership. Types and qualities of leaders are considered, also leadership in various social and racial settings as well as ethics and techniques. There are 34 contributors.

71. Hollander, Edwin P. Leaders, Groups, and Influence. New York: Oxford University Press, 1964.
The central theme of this work is that leadership is one of the influence processes leading to conformity, attitude change, interpersonal attraction, and other factors. In the second part, four research studies are presented. Part Three stresses a peer-nomination technique, and the last section summarizes some theoretical and experimental work.

72. Ross, Murray G. and Charles E. Hendry. New Understandings of Leadership: A Survey and Application of Research. New York: Association Press, 1957.
This book was written for those who actually practice group leadership training. It is aimed for development programs in business, social, and educational settings. The book deals with organizational leadership in general, but much of its content seems to relate to small group communication as well. Variables such as empathy, competence, guiding ability, and group factors are considered.

LEADERSHIP (Continued)

III. QUALITIES OF EMERGENT LEADERSHIP

73. Barnlund, Dean C. "Consistency of Emergent Leadership in Groups with Changing Tasks and Members," Speech Monographs, vol. 29 (March, 1962), 45-52.

The results of the experiment support the hypothesis that leadership is dependent upon changes in group tasks and membership.

74. Bartlett, Claude J. "Dimensions of Leadership Behavior in Classroom Discussion Groups," Journal of Educational Psychology, vol. 50, (1959), 280-284.

This factor analytic study revealed the following: (1) a general factor consisting of the tendency for raters to be effected in high and low ratings by the halo effect: (2) four group factors consisting of the ways in which group members contribute to group discussion: ideas and information, friendly atmosphere, labor and effort, policy and decisions.

75. Bass, Bernard M., et.al. "Interacting Effects of Control, Motivation, Group Practice, and Problem Difficulty on Attempted Leadership," Journal of Abnormal and Social Psychology, vol. 56 (1958), 352-358.

The results of this study suggest that a member is more apt to attempt leadership when his control is high and the group's motivation is high. This relationship varies also depending upon problem difficulty.

76. Beer, Michael, et.al. "Some Perceived Properties of the Difference between Leaders and Non-Leaders," Journal of Psychology, vol. 47 (1959), 49-56.

In this study, leaders rated high in confidence, willingness to accept responsibility, drive, persuasiveness, and sensitivity to member's feelings about leaders.

77. Bell, Graham B. and Robert L. French. "Consistency of Individual Leadership Position in Small Groups of Varying Membership," Journal of Abnormal and Social Psychology, vol. 45 (October, 1950), 764-767.

This study found that leadership status is fairly stable, despite situational changes.

78. Berkowitz, Leonard. "Sharing Leadership in Small, Decision-Making Groups," Journal of Abnormal and Social Psychology, vol. 48 (1953), 231-238.

Two major hypotheses emerged from the results of this study: (1) The general expectation among groups is that the designated chairman should be the major group leader. (2) If a group is dealing with urgent problems, there would not be a generally negative reaction to leadership sharing.

79. (112.) Binder, Arnold, Burton R. Wolin, and Stanley J. Terebinski. "Leadership in Small Groups: A Mathematical Approach," Journal of Experimental Psychology, vol. 69 (1965), 126-134.

80. Borg, Walter R. and Ernest C. Tupes. "Personality Characteristics Related to Leadership Behavior in Two Types of Small Group Situational Problems," Journal of Applied Psychology, vol. 42 (1958), 252-256.
The purpose of this study was to determine the personality traits of leaders revealed by three methods. There was a relatively high, significant correlation among the methods on the following traits: extroversion, intelligence, assertiveness, social maturity, and energy.

81. Borgatta, Edgar F., Robert F. Bales, and Arthur S. Couch, "Some Findings Relevant to the Great Man Theory of Leadership," American Sociological Review, vol. 19 (1954), 755-759.
In this study leaders were chosen, using the great man theory, in first sessions of small group discussions. The stability with which leaders maintained that position in other groups is high. The authors believe this is evidence to support the choosing of leaders in a single discussion session.

82. Crockett, Walter H. "Emergent Leadership in Small, Decision-Making Groups," Journal of Abnormal and Social Psychology, vol. 51 (1955), 378-383.
The results of this study of 72 business and government organizations were that (1) leaders emerged where designated chairmen performed few leadership tasks, (2) leaders emerged in groups with cliques and low motivation, (3) in the larger groups, emergent leaders were expert and of high rank, (4) emergent leaders seemed highly motivated, and (5) other members rated the emergent leader high in being needed.

83. French, Robert L. "Verbal Output and Leadership Status in Initially Leaderless Discussion Groups," Applied Psychology, vol. 5 (1950), 310-311.
This abstract reports a study dealing with the relationship between length of a person's comments and his leadership rating. Results are not presented in the abstract, although the author states that previous studies have found high correlations between these variables.

84. Frye, Roland L. "Relationship Between Rated Leaders and the Traits Assigned to these Leaders," Journal of Social Psychology, vol. 66 (1965), 95-99.
The results suggest that while subjects agreed as to who is leader in a group, there were no evident identifying physical characteristics of leaders.

85. Gebel, Arnold S. "Self Perception and Leaderless Group Discussion Status," Journal of Social Psychology, vol. 40 (1954), 309-318.
This experimental study aimed at determining some differences between leaders and nonleaders in LDG. It was found that those who emerged as leaders held more favorable attitudes toward themselves and others than did nonleaders. Leaders also displayed more flexibility in their regard for subject matter, their attitudes, and beliefs.

86. Geier, John G. "A Trait Approach to the Study of Leadership in Small Groups," Journal of Communication, vol. 17 (1957), 316-323.
Some of the factors of emergent leadership in small groups are desire, adaptability, being informed, and participation.

87. Goldberg, S.C. "Influence and Leadership as a Function of Group Structure," Journal of Abnormal and Social Psychology, vol. 51 (1955), 119-122.
This study found generally that an individual group member is influenced less as the group approaches a decision. Also a member will be perceived as a leader more often as his position in the network becomes more central.

88. Gross, Neal, William E. Martin, and John G. Darley. "Studies of Group Behavior: Leadership Structure in Small Organized Groups," Journal of Abnormal and Social Psychology, vol. 48 (July, 1953), 429-432.
This paper reported a study of 13 small groups. It investigated the differences between formal designated leaders and informal emergent leaders in seven areas: productivity, volume of participation, usefulness of suggestions, extent of participation, degree of cooperation, assumption of responsibility, and contribution to group task.

89. Howells, Lloyd T. and Selwyn W. Becher. "Seating Arrangement and Leadership Emergence," Journal of Abnormal and Social Psychology, vol. 64 (1962), 148-150.
Twenty groups of five subjects each were involved in this study. Each group performed a problem solving task and then rated members for leadership. The members were arranged so that two members sat opposite the other three members, and it was found that a greater number of leaders emerged from the two-seated side.

90. Kiessling, Ralph J. and Richard A. Kalish. "Correlates of Success in Leaderless Group Discussion," Journal of Social Psychology, vol. 54 (1961), 359-365.
This study correlated various traits with success in the LDG measure. Significant correlations involved intelligence, police aptitude (Subjects were police candidates), confidence. The following traits failed to correlate significantly with LDG performance: emotional stability, sociability, personal relations, and analytical thinking.

91. Kirscht, John P., Thomas M. Lodahl, and Mason Haire, "Some Factors in the Selection of Leaders by Members of Small Groups," Journal of Abnormal and Social Psychology, vol. 58 (1959), 406-408.
Emergent leaders were generally rated as being strong participators, task-oriented, as attempting to specify the problem, suggesting courses of action, seeking out the members' contributions, integrating these and proposing solutions in the attempt to secure consensus.

LEADERSHIP (Continued)

IV. LEADERSHIP STYLES

92. Anderson, Lynn R. and Red E. Fiedler. "The Effect of Participatory and Supervisory Leadership on Group Creativity," Journal of Applied Psychology, vol. 48 (1964), 227-236.
Groups in which leaders played a participatory role were generally superior in quantity of ideas, while groups with supervisory leaders were superior in quality of output.

93. Anderson, Richard C. "Learning in Discussions: A Resume of the Authoritarian-Democratic Studies," Harvard Educational Review, vol. 29 (1959), 201-215.
This paper summarizes 49 experimental studies dealing with authoritarian leadership. Two questions are asked: Is there enough evidence to support either authoritarian or democratic leadership? Is the authoritarian-democratic polarization an adequate conceptualization?

94. Carter, Launor, et. al. "The Behavior of Leaders and Other Group Members," Journal of Abnormal and Social Psychology, vol. 46 (October, 1951), 589-595.
This study found generally that emergent leaders were more authoritarian than appointed leaders. Otherwise, leaders and other group members do not seem to differ in the amount of work performed.

95. Flanders, Ned A. and Sulo Havumaki. "Group Compliance to Dominative Teacher Influence," Human Relations, vol. 13 (1960), 67-82.
The following major hypotheses were confirmed: (1) The individual approach will result in greater compliance than the group approach. (2) Compliance increases when the students perceive that others are changing their opinion in response to the teacher's persuasion.

96. Fox, William M. "Group Reaction to Two Types of Conference Leadership," Human Relations, vol. 10 (1957), 279-289.
Group-centered leadership appeared to create a more permissive atmosphere, greater member satisfaction with the leader, and greater member satisfaction with group solutions.

97. Goldberg, Alvin, Lloyd Crisp, and Evelyn Sieburg, and Michele Tolela. "Subordinate Ethos and Leadership Attitudes," Quarterly Journal of Speech, vol. 53 (1967), 354-360.
This experimental study revealed that when subordinate ethos is high, leadership tends to be more democratic than when subordinate ethos is low.

98. (198.) Goldman, Morton, Merlyn E. Bolen, and Randall B. Martin, "Some Conditions under Which Groups Operate and How this Affects their Performance," Journal of Social Psychology, vol. 54 (1961), 47-56.

99. Haiman, Franklyn S. "Concepts of Leadership," Quarterly Journal of Speech, vol. 39 (October, 1953), 317-322.
This paper describes the author's theory of democratic discussion. In order to be purely democratic, it is claimed, the group must be leaderless, although not "leadershipless." This is an ideal rarely achieved and only with difficulty.

100. Haiman, Franklyn S. "A Measurement of Authoritarian Attitudes Toward Discussion Leadership," Quarterly Journal of Speech, vol. 41 (April, 1955), 140-144.
The author concludes that the highly authoritarian personality prefers leader-centered leadership, whereas the relatively nonauthoritarian individual prefers a group-centered approach.

101. Hare, A. Paul. "Small Group Discussions with Participatory and Supervisory Leadership," Journal of Abnormal and Social Psychology, vol. 48 (1953), 273-275.
After replicating a previous experiment (1949), the author concludes that participatory leadership was more effective than supervisory leadership in changing attitudes.

102. Hearn, Gordon. "Leadership and the Spatial Factor in Small Groups," Journal of Abnormal and Social Psychology, vol. 54 (1957), 269-272.
Under the conditions of this study, it was found that where leader direction is strong, members direct more comments to those sitting next to them than to those sitting opposite. But where leader direction is weak, more comments are directed across.

103. Hemphill, John K. "Relation Between the Size of the Group and the Behavior of 'Superior' Leaders," Journal of Social Psychology, vol. 32 (August, 1950), 11- 22.
This was a questionnaire study in which it was found that as group size increases leader behavior changes. With larger groups the members are more tolerant of leader-centered direction than in smaller groups.

104. Horowitz, Milton W. and Howard V. Perlmutter. "The Discussion Group and Democratic Behavior," Journal of Social Psychology, vol. 41 (1955), 231-246.
This is a discussion of the meaning of democracy in the small group and the factors supporting or opposing it. Three main categories are discussed: interpersonal factors, group processes, and personality. These three groups of factors are basically anti-democratic.

105. Maloney, R.M. "Group Learning Through Group Discussion: A Group Discussion Implementation Analysis," Journal of Social Psychology, vol. 43 (January, 1956), 3-9.
This study was designed to determine the relationship between learning and related variables to group leaders' methods of implementing discussion. In experimental groups where the leader followed a consistent plan, the following variables were found to be superior to those of the control group: number of topic-centered statements, amount of participation, amount of group unity, and amount of cohesion.

106. Medalia, Nahum Z. "Authoritarianism, Leader Acceptance, and Group Cohesion," Journal of Abnormal and Social Psychology, vol. 51 (1955), 207-213.

Leaders are generally more accepted and idealized among high authoritarian subjects in military-type organizations than among low authoritarians. Also the group itself in the military organization is more attractive to the high authoritarian than to the low.

107. Page, Richard H. and Elliott McGinnies, "Comparison of Two Styles of Leadership in Small Group Discussion," Journal of Applied Psychology, vol. 43 (1959), 240-245.

It was found that low participators were more favorable toward directive leadership, but high participators seemed not to react differently to directive leadership than nondirective leadership.

108. Shaw, Marvin E. "A Comparison of Two Types of Leadership in Various Communication Nets," Journal of Abnormal and Social Psychology, vol. 50 (1955), 127-134.

The authors conclude that (1) group morale and performance are affected by authoritarian and nonauthoritarian leadership styles and (2) authoritarian leadership produces better performance but lower morale than does nonauthoritarian leadership style.

109. Utterback, William E. "The Influence of Style of Moderation on the Outcomes of Discussion," Quarterly Journal of Discussion, vol. 44 (April, 1958), 149-152.

This is an experimental study in which it was found that as the leader takes on more responsibility in discussion, there is a greater shift in opinion by members and more consensus.

110. Wischmeier, Richard R. "Group-Centered and Leader-Centered Leadership: An Experimental Study," Speech Monographs, vol. 22 (March, 1955), 43-48.

This study indicated that participants in discussion can distinguish between the two types of leaders. They seemed to have a more favorable attitude toward the style of leadership which they had most recently experienced. All groups felt the leader-centered leader made more valuable contributions to the discussion than did group-centered leaders. Group-centered leaders provided for more participant involvement.

LEADERSHIP (Continued)

V. TASK RELATED LEADERSHIP VARIABLES

111. Bass, Bernard M. "Some Aspects of Attempted, Successful, and Effective Leadership," Journal of Applied Psychology, vol. 45 (1961), 120-122.

This study dealt with 51 problem-solving groups. Relationships were found to exist between initial problem-solving accuracy and success in leadership and self esteem.

112. Binder, Arnold, Burton R. Wolin, and Stanley J. Terebinski, "Leadership in Small Groups: A Mathematical Approach," Journal of Experimental Psychology, vol. 69 (1965), 126-134.

This study found a relationship between decision-making success and probability of being voted leader.

113. Brilhart, John K. "An Experimental Comparison of Three Techniques for Communicating a Problem-solving Pattern to Members of a Discussion Group," Speech Monographs, vol. 33 (1966), 168-77.

This study provides "limited support" for the principle that a discussion leader should announce his problem-solving pattern in advance. Members generally stated their preference for this preview technique.

114. Dubno, Peter. "Leadership, Group Effectiveness, and Speed of Decision," Journal of Social Psychology, vol. 65 (1965), 351-360.

Certain task variables were found to distinguish leaders from nonleaders in small groups: absence of obsessional tendencies, indecisiveness, overcautiousness, vacillation, etc.

115. Fiedler, Fred E. and W. A. T. Meuwese, "Leader's Contribution to Task Performance in Cohesive and Uncohesive Groups," Journal of Abnormal and Social Psychology, vol. 67 (1963), 83-87.

This study was done with army tank crews, B-59 bomber crews, antiaircraft artillery crews, and creative discussion groups. It was found that the leader's intelligence predicts group performance in cohesive groups, but not uncohesive groups.

116. Maier, Norman R. F. "Assets and Liabilities in Group Problem Solving: the Need for an Integrative Function," Psychological Review, vol. 74 (1967), 239-249.

This article makes a case for the need for integration as a leadership function. The liabilities of group problem-solving are described, and improved trained leadership is promoted as the way in which to bypass these liabilities.

117. Maier, Norman R. Problem-solving Discussions and Conferences: Leadership Methods and Skills. New York: McGraw-Hill, 1963.
This book explains principles derived from experimental research. Some general considerations are presented along with principles concerning the nature of problems, conducting discussions, and decision making. The final chapter presents nine principles of problem solving.

118. Maier, Norman R. F. "The Quality of Group Decisions as Influenced by the Discussion Leader," Human Relations, vol. 3 (1950), 155-174.
This report summarizes two experiments. The conclusion of the studies indicate that a skilled leader with ideas can produce more quality decisions in a group than the less skilled leader.

119. Mortensen, Calvin D. "Should the Discussion Group have an Assigned Leader?" Speech Teacher, vol. 15 (1966), 34-41.
Three implications emerge from this study: (1) The assigned leader may not be the group's perceived leader; (2) group productivity may be enhanced by assigning a leader when the group is transitory; (3) the assigned leader must also be the perceived leader in more permanent groups.

120. Utterback, William E. and Wallace C. Fotheringham, "Experimental Studies of Motivated Group Discussion," Speech Monographs, vol. 25 (November, 1958), 268-277.
Four studies concerning the effects of style of moderation, size of the group, and length of discussion on group motivation are reported. It is concluded that (1) full moderation is most effective in facilitating group discussion after group size has passed a certain point; (2) group size is positively correlated with quality of group judgment, and (3) beyond a critical point in length discussion, group judgment no longer improves.

LEADERSHIP (Continued)

## VI. LEADERSHIP TRAINING

121. Barnlund, Dean C. "Experiments in Leadership Training," Speech Monographs, vol. 22 (March, 1955), 1-14.
Groups were questioned and observed, and it was concluded that (1) procedures for selecting, evaluating, and training group leaders can be devised and (2) such training does improve leadership ability in decision-making groups.

122. Blake, Robert R. and Jane S. Mouton. Group Dynamics--Key to Decision Making. Houston: Gulf Publishing Company, 1961.
The authors believe that managers can be trained in human relations in a training laboratory. From the research in this area, they present principles of leadership. Such topics as the following are considered: effect of power, improving group decisions, intergroup conflict, and power styles.

123. Klubeck, Stanley, and Bernard M. Bass. "Differential Effects of Training on Persons of Different Leadership Status," Human Relations, vol. 7 (1954), 59-72.
The following hypotheses were verified through experimentation: (1) Leadership status can be changed through brief training. (2) There are individual differences in tendency to profit from training. (3) Persons of initially higher leadership status will profit the most from training.

124. (116.) Maier, Norman R. F. "Assets and Liabilities in Group Problem Solving: the Need for an Integrative Function," Psychological Review, vol. 74 (1967), 239-249.

125. Maier, Norman R. F. "An Experimental Test of the Effect of Training on Discussion Leadership," Human Relations, vol. 6 (1953), 161-173.
This study indicates that by supplying problems rather than solutions, leaders who have undergone eight hours of leadership training can favorably influence discussion outcome.

126. (117.) Maier, Norman R. Problem-solving Discussions and Conferences: Leadership Methods and Skills. New York: McGraw-Hill, 1963.

127. Maier, Norman R. F. and L. Richard Hoffman. "Using Trained 'Developmental' Discussion Leaders to Improve Further the Quality of Group Decisions," Journal of Applied Psychology, vol. 44 (1960), 247-251.
This study determined the effect of training 22 leaders (1½ hour session) on subsequent discussions. The authors conclude that such training contributed to high quality decisions.

128. Richards, Gale L. "Basic Speech Needs of Business Conferences," Central States Speech Journal, vol. 8 (Fall, 1956), 19-22.
Five areas for training are suggested: (1) leadership, (2) self-awareness, (3) permissiveness in the discussion atmosphere, (4) mutual respect for ideas and opinions, (5) preparation of resource materials.

LEADERSHIP (Continued)

## VII. LEADER-MEMBER RELATIONS

129. Bell, Graham B. and Harry E. Hall. "The Relationship Between Leadership and Empathy," Journal of Abnormal and Social Psychology, vol. 49 (1954), 156-157.
This study supports the need theory of leadership, that leaders empathize with the needs of group members. The authors state the need to continue research in this area.

130. Bowers, David G. "Self-esteem and the Diffusion of Leadership Style," Journal of Applied Psychology, vol. 47 (1963), 134-140.
Questionnaires were sent to seventeen foremen and their 330 subordinates. Self-esteem is seen as an important variable in the degree to which a supervisor supports a foreman's behavior toward his subordinates.

131. Burke, Peter J. "Authority Relations and Disruptive Behavior in Small Discussion Groups," Sociometry, vol. 29 (1966), 237-250.
In this experimental study it was found that when group members expect a person to provide orientation, evaluation, and suggestion, and he fails to supply these, certain disruptive behaviors such as antagonism, tension, and absenteeism result. This effect varies among groups with different types of leadership.

132. (96.) Fox, William M. "Group Reaction to Two Types of Conference Leadership," Human Relations, vol. 10 (1957), 279-289.

133. Gardner, Godfrey. "Functional Leadership and Popularity in Small Groups," Human Relations, vol. 9 (1956), 491-509.
The investigator found that functional leadership was directly related to popularity. Apparently, once popularity is aroused, it continues despite the absence of the factors originally producing it.

134. Maier, Norman R.F. and Allen R. Solem. "The Contribution of a Discussion Leader to the Quality of Group Thinking: the Effective Use of Minority Opinions," Human Relations, vol. 5 (1952), 277-288.
This experimental study reveals the following findings: A leader's permitting a minority member time to express opinions can up-grade the group's thinking.

135. Mann, Richard D., Graham S. Gibbard, and John J. Hartman. Interpersonal Styles and Group Development: An Analysis of the Member-Leader Relationship. New York: John Wiley, 1967.
This volume reports a study of member-leader relationships in groups. A measuring device, "The Member-to-leader Scoring System," is described as well as procedure and findings. The following determinants of the leader-member relationships emerge: individual differences, the nature of the situation, presentation of self, the leader, formation of cliques, molding of group history, confrontation, group adaptation, individual adaptation, and group termination.

136. McClintock, Charles G. "Group Support and the Behavior of Leaders and Non-Leaders," Journal of Abnormal and Social Psychology, vol. 67 (1963), 105-113.

It was found that leaders made significantly more positive emotional responses than nonjoiners in both conditions of group support and nonsupport. They made significantly fewer negative responses under the support condition and significantly more negative responses under nonsupport condtiions.

137. (106.) Medalia, Nahum Z. "Authoritarianism, Leader Acceptance, and Group Cohesion," Journal of Abnormal and Social Psychology, vol. 51 (1955), 207-213.

138. Pepinsky, Pauline N, John K. Hemphill, and Reuben N. Shevitz. "Attempts to Lead, Group Productivity, and Morale Under Conditions of Acceptance and Rejection," Journal of Abnormal and Social Psychology, vol. 57 (1958), 47-54.

Both the treatment of the leaders by others as well as his treatment of others were found to relate to the development of group atmosphere.

139. Pryer, Margaret W., Austin W. Flint, and Bernard M. Bass, "Group Effectiveness and Consistency of Leadership," Sociometry, vol. 25 (December, 1962), 391-397.

This study correlated group success in decision accuracy with leadership change. It was found that groups which maintained the same leader were more effective than those whose leadership was not consistent.

140. Warriner, Charles K. "Leadership in the Small Group," American Journal of Sociology, vol. 60 (1955), 361-369.

Leadership consists of unique relationships with members, and the analysis of leadership in small groups should be centered around these relationships. Leader and follower are two basic role relationships.

141. Wolman, Benjamin. "Leadership and Group Dynamics," Journal of Social Psychology, vol. 44 (January, 1956), 11-25.

Situational factors in leadership are emphasized in this experimental study. Leadership is seen more as a function of power than acceptance.

LEADERSHIP (Continued)

VIII. TEXTS FOR THE STUDENT AND PRACTITIONER

142. (34.) Auer, J. Jeffrey and Henry L. Ewbank. Handbook for Discussion Leaders. New York: Harper, 1954.

143. Gordon, Thomas. "Improving Your Leadership in Discussion Groups," Adult Leadership, vol. 1 (March, 1953), 13-19.
This article is based on the premise that leadership can be learned. Leader's attitudes about group thinking, the leader's preparation, the first meeting, emotional climate, facilitating communication, resources, and membership are discussed.

144. (51.) King, Clarence. Your Committee in Community Action. New York: Harper, 1952.

145. Lee, Irving J. "Procedure for 'Coercing' Agreement." Harvard Business Review, vol. 32 (January-February, 1954), 39-45.
This article develops methods for getting group agreement. An actual case is presented.

146. Murray, Janet P. and Clyde E. Murray. Guidelines for Group Leaders; the Why and How of Group Work. New York: Whiteside and Morrow, 1954.
The authors' intent is to provide some principles for leadership in nontechnical language. The book includes a good deal of illustrative materials. Topics include types and purposes of groups, leader preparation, group and leadership goals, program building, group membership, and meeting management.

147. (57.) Sutherland, Sidney S. When You Preside. Danville, Illinois: Interstate, 1956.

148. (58.) Utterback, William E. Decision Through Discussion, A Manual for Group Leaders. New York: Rinehart, 1950.

LEADERSHIP (Continued)

## IX. LEADERSHIP MEASUREMENT

149. Ansbacher, H.L. "The History of the Leaderless Group Discussion Techniques," Psychological Bulletin, vol. 48 (1951), 383-391.
This study traces the brief history of LGD and summarizes findings concerning validity and reliability, uses, and other implications.

150. Bass, Bernard M. "The Leaderless Group Discussion," Psychological Bulletin, vol. 51 (1954), 465-492.
This review covers some aspects of LGD: history, applicability, method of administration, and reliability and validity of the measure.

151. Bass, Bernard M. et.al. "Personality Variables Related to Leaderless Group Discussion Behavior," Journal of Abnormal and Social Psychology, vol. 48 (1953), 120-128.
This study attempted to find correlations between LGD and other personality measures: Rorschach, interviews, Guilford-Zimmerman Temperament Survey, and the F scale.

152. Bass, Bernard M. "Situational Tests: I. Individual Interviews Compared with Leaderless Group Discussions," Educational and Psychological Monographs, vol. 11 (1951), 67-76.
The purpose of this article is to compare the methods of observed LGD and candidate interviews in assessment of leadership ability. The author concludes that the reliabilities of the methods are about equal.

153. Bass, Bernard M. "Situational Tests: II. Leaderless Group Discussion Variables," Educational and Psychological Monographs, vol. 11 (1951), 196-207.
This study was designed to test the relationship between leadership ratings and several other variables--time in seconds a member talked, average rank of subject in amount of time he talked, subject's self rank on the amount of time spent talking, number of times subject was chosen as the most likely candidate for a leadership position, number of times subject was chosen for leadership potential on the basis of paired comparison, and others.

154. Bass, Bernard M. and Stanley Klubeck. "Effects of Seating Arrangement on Leaderless Group Discussions," Journal of Abnormal and Social Psychology, vol. 47 (1952), 724-727.
This study tested the effects of the rectangular and inverted V seating arrangement on emergent leadership in LGD. With only a couple exceptions, seating position seemed to have little effect on emergent leadership.

155. Bass, Bernard and Fay-Tyler M. Norton. "Group Size and Leaderless Discussion," Journal of Applied Psychology, vol. 35 (1951) 397-400.
Groups of 2, 4, 6, 8, and 12 were studied. As groups became larger, individual mean leadership assessment declined.

156. Bass, Bernard M. and Otey L. White. "Situational Tests: III. Observers' Ratings of Leaderless Group Discussion Participants as Indicators of External Leadership Status," Educational and Psychological Monographs, vol. 11 (1951), 355-361.
This study is designed to determine the observers' ability to recognize actual community leaders on the basis of LGD--30 minutes. The correlation was found to be high.

157. Bass, Bernard M. and Otey L. White. "Validity of Leaderless Group Discussion Observers' Description and Evaluative Ratings for the Assessment of Personality and Leadership Status," American Psychologist, vol. 5 (1950), 311-312.
This abstract states that leaderless group discussion provides a reliable method for assessing certain personality variables. Observers' ratings of LGD participants prove both reliable and valid. Several interesting relationships among personality variables were found.

158. Bass, Bernard M. and Cecil R. Wurster. "Effects of the Nature of the Problem on LGD Performance," Journal of Applied Psychology, vol. 37 (1953), 96-99.
This study of LGD as a measure of leadership ability found that the various effects of different problems had little effect on participants' leadership ratings.

159. Bass, Bernard M. and Cecil R. Wurster. "Situational Tests: IV. Validity of Leaderless Group Discussions Among Strangers," Educational and Psychological Monographs, vol. 13 (1953), 122-132.
This study attempts to determine the validity of the LGD technique for predicting future leadership status when it is used among strangers. It is concluded that the validity in this respect is as high as when LGD is used among friends.

160. Bass, Bernard M., Stanley Klubeck, and Cecil R. Wurster. "Factors Influencing Reliability and Validity of Leaderless Group Discussion Assessment," Journal of Applied Psychology, vol. 37 (1953), 26-30.
Some methods for increasing the validity of LGD as a measure of leadership ability are suggested on the basis of the analysis of eight variables evident in LGD results.

161. Barnlund, Dean. "Leadership Evaluation: Some Premises and Procedures," Journal of Communication, vol. 3 (1953), 24-28.
Some general problems of leadership measurement are discussed and some areas of investigation suggested. Three broad kinds of evaluative devices are discussed: descriptive-analytic, quantitative, and projective.

162. Campbell, Donald T. and Kanwal Mehra. "Individual Differences in Evaluations of Group Discussions as a Projective Measure of Attitudes Toward Leadership," Journal of Social Psychology, vol. 47 (1958) 101-106.

This study tested a projective technique for measuring leadership attitudes. The measure failed on two counts: poor internal consistency and low correlation with other leadership attitude measures, although the authors considered the test as a plausible measure on a priori grounds.

163. Cattell, Raymond B. and Glen F. Stice. "Four Formulae for Selecting Leaders on the Basis of Personality," Human Relations, vol. 7 (1954) 493-507.

Four methods of leadership selection are discussed and examined: (1) frequency of brief acts of leadership, (2) observed influence, (3) sociometric data, (4) elected leadership.

164. (84.) Frye, Roland L. "Relationship Between Rated Leaders and the Traits Assigned to these Leaders," Journal of Social Psychology, vol. 66 (1965), 95-99.

165. Frye, Roland L. and Henry E. Adams, "Effect of the Volunteer Variable on Leaderless Group Discussion Experiments," Psychological Reports, vol. 5 (1959), 184.

The authors queried the effect of the volunteer variable on the outcome of leaderless group discussion. They found that subjects who volunteer as opposed to those who do not volunteer constitute an irrelevant variable.

166. Gibb, Cecil A. "The Sociometry of Leadership in Temporary Groups," Sociometry, vol. 13 (August, 1950), 226-243.

Using a sociometric technique, the authors examined ten groups experimentally. It was found that group members understood leadership and could identify actual group leaders very well.

167. Gleason, Walter J. "Predicting Army Leadership Ability by Modified Leaderless Group Discussion," Journal of Applied Psychology, vol. 41 (1957), 231-235.

The author pointed out that LGD is a simple mass selection technique for leadership assessment. A correlation was found between LGD status and later leadership performance.

168. Juola, Arvo E. "Leaderless Group Discussion Ratings: What do They Measure?" Educational and Psychological Monographs, vol. 17 (1957) 499-509.

This article concludes that (1) ratings made during LGD seem to reflect the same attribute--a "general pervasive global characteristic"--regardless of what they are supposed to measure, and (2) the index of observer agreement is a poor criterion of rating adequacy.

169. Kaess, Walter A., Sam L. Witryol, and Richard E. Nolan. "Reliability, Sex Differences, and Validity in the Leaderless Group Discussion Technique," Journal of Applied Psychology, vol. 45 (1961), 345-350.

The authors recommend the LGD approach to leadership measurement on the basis of their own study as well as additional evidence. It represents an economical approach.

170. Matthews, Jack. "Research on the Development of Valid Situational Tests of Leadership," Pittsburgh: American Institute for Research, 1951.

This is a 73-page booklet in which appears a survey of the literature dealing with measuring and predicting leadership.

171. Prien, Erich P. and Allan R. Culler. "Leaderless Group Discussion Participation and Interobserver Agreements," Journal of Social Psychology, vol. 62 (1964), 321-328.

This study casts some doubt on the validity of LGD as a technique for identifying leaders. The ratings seemed to be made on the basis of what is not done by subjects, and a halo effect may exist in some ratings.

172. Semeonoff, Boris. "On the Reliability of the Leaderless Group Discussion Technique, Psychological Bulletin, vol. 49 (1952) 540-541.

This short note reports a reliability check for LGD, in which it was found that for the method used, reliability was quite low.

# CHAPTER III

## VARIABLES RELATED TO GROUPS

### I. GENERAL AND MISCELLANEOUS CONSIDERATIONS

173. Anderson, Martin P. "A Model of Group Discussion," Southern Speech Journal, vol. 30 (Summer, 1965), 279-293.
This paper presents a descriptive model of the discussion process. The components considered include purpose, thought pattern, content, the group, leadership, and communication. In addition, such topics as socio-psychological processes and conditions for goal achievement are discussed.

174. Black, Edwin B. "A Consideration of the Rhetorical Causes of Breakdown in Discussion," Speech Monographs, vol. 22 (March, 1955), 15-19.
Some rhetorical elements of group discussion were examined in order to find sources of disruption. Some factors found to be involved in communication breakdown are descent in verbal abstraction without an ascent following, lack of sufficient vocabulary to discuss some ideas, and failure to state one's values which may not be shared by the listeners.

175. Borgatta, Edgar F., Leonard S. Cottrell, and Henry J. Meyer, "On the Dimensions of Group Behavior," Sociometry, vol. 19 (1956), 223-240.
Three major factor-analytic studies of group dimensions are reviewed. Overlaps in findings are pointed out, and while some similarity in factors appear among the studies, the factor labels were found to vary greatly.

176. Brilhart, John K. "Fostering Group Thinking," Today's Speech, vol. 8 (April, 1960), 9-11.
The author discusses the concept which he calls "promotively interdependent thinking," the faculty of thinking as a group. Qualities of this group behavior include spontaneous participation, humility, emphasis on reality, critical statements, and creative imagination.

177. Cattell, Raymond B., David R. Saudners, and Glen F. Stice. "The Dimensions of Syntality in Small Groups," Human Relations, vol. 6 (1953), 331-356.
This is the initial report of a massive investigation of leadership, group structure, and group syntality (group traits). The study was under the assistance of the Office of Naval Research and began in 1948.

178. Forbes, Allen E. "Discussion Today," Western Speech, vol. 23 (1959), 83-86.
The author discusses some requisites of good discussion. He stresses the steps of reflective thinking, problem understanding, leadership, and participation.

179. Giffin, Kim. "Interpersonal Trust in Small-group Communication," Quarterly Journal of Speech, vol. 53 (1967), 224-234.
This is a review of current ideas on interpersonal trust in communication. Topics include trust and cooperation, trust and conformity, factors producing trust, and the influence of interpersonal trust on interaction. Fifty-four studies are cited in the article.

180. Lindgren, Henry C. and Fredrica Lindgren. "Creativity, Brainstorming, and Orneriness: A Cross-Cultural Study," Journal of Social Psychology, vol. 67 (1965), 23-30.
The subjects for this experimental study were Middle Eastern University students whose first language was not English. The results seem consistent with studies among American subjects and imply that creativity may be facilitated by brainstorming in cultures other than American.

181. Mills, Theodore M. Group Transformation, an Analysis of a Learning Group. Englewood Cliffs: Prentice-Hall, 1964.
The purpose of this brief text is to investigate the "life cycle" of groups from formation to termination. For this purpose group process data was collected through the technique of "Sign Process Analysis" of interaction. The study was made with a group of students from Harvard and Radcliffe meeting over an eight-month period.

182. Miyomoto, S. Frank, Laura Crowell, and Allan Katcher. "Communicant Behavior in Small Discussion Groups," Journal of Communication, vol. 7 (Winter, 1957), 151-160.
The authors call for more experimental research to develop principles of group discussion participation. They stress the role of listening in discussion and the factors of listening involved in group size, physical placement, unexpected responses, speaker status, hostility, support, and deviation. Further factors of communicant behavior are discussed.

183. Perlmutter, Howard V. "Group Memory of Meaningful Material," Journal of Psychology, vol. 35 (1953), 361-370.
This study indicates that there was some superiority of groups to individuals in amount of recall, number of contributions required in producing a product, and recall time needed.

184. Philip, Hugh and Dexter Dunphy. "Developmental Trends in Small Groups," Sociomentry, vol. 22 (1959), 162-174.
This study isolates trends in the development of eleven groups. Trends were found in the categories of socio-emotional relations and task handling. Over eight sessions, groups increasingly accepted group behavior norms.

185. Scott, Robert L. "A Philosophy of Discussion: 1954," Southern Speech Journal, vol. 19 (March, 1954), 241-249.
This philosophy of discussion stresses reflective thinking as a tool in "rising above mere gossip." The author believes that discussion may be stimulated by either a question or proposition. Participants must be firm enough to state opinions, but flexible enough to change them. They must be idea centered, not method centered.

GROUP VARIABLES (Continued)

II. MEMBERSHIP QUALITIES AND TRAITS

186. (436) Banghart, Frank W. "Group Structure, Anxiety, and Problem-Solving Efficiency," Journal of Experimental Education, vol. 28 (1959), 171-174.

187. (428.) Bass, Bernard M. "Amount of Participation, Coalescence, and Profitability of Decision Making Discussion," Journal of Abnormal and Social Psychology, vol. 67 (1963), 92-94.

188. Bass, Bernard M. "Effects of Motivation on Consistency of Performance in Groups," Educational and Psychological Measurement, vol. 19 (1959), 247-252.

This study tests the effects of member motivation on "objective" tests of individual accuracy, agreement with others, stability, and leadership. Eleven measures in all were considered. Reliability was found to be highest at various levels of motivation over the measures used. However, reliability was never found to be highest when motivation was high.

189. (151.) Bass, Bernard M., et.al. "Personality Variables Related to Leaderless Group Discussion Behavior," Journal of Abnormal and Social Psychology, vol. 48 (1953), 120-128.

190. (330.) Bates, Alan P. and Jerry S. Cloyd. "Toward the Development of Operations for Defining Group Norms and Member Roles," Sociometry, vol. 19 (1956), 26-39.

191. Berkowitz, Leonard. "Effects of Perceived Dependency Relationships Upon Conformity to Group Expectations," Journal of Abnormal and Social Psychology, vol. 55 (1957), 350-354.

This experimental study revealed basically that group members who are interdependent are more highly motivated toward the task than independent subjects. This is true even when they are told that only their partners will have access to the valued goal.

192. (331.) Borg, Walter R. "Prediction of Small Group Role Behavior from Personality Variables," Journal of Abnormal and Social Psychology, vol. 60 (1960), 112-116.

193. Calvin, Allen D., Frederic K. Hoffmann, and Edgar L. Harden. "The Effects of Intelligence and Social Atmosphere on Group Problem Solving Behavior," Journal of Social Psychology, vol. 45 (1957), 61-74.

This article reports three experimental studies. The following hypotheses were investigated: (1) Where subjects have high levels of intelligence, a permissive social climate is superior to traditional climate in group problem solving. (2) Permissive conditions handicap subjects with only average intelligence.

194. Crowell, Laura, Allan Katcher, and S. Frank Miyamoto, "Self-Concepts of Communication Skill and Performance in Small Group Discussions," Speech Monographs, vol. 22 (March, 1955), 20-27.

Each subject received ratings from other group members in addition to rating himself. It was found that a person's self descriptions correlated positively with actual performance. This was particularly true in leadership, contribution to group decision, desire to perform well, and maintaining group discipline.

195. Crowell, Laura and Thomas M. Scheidel. "A Study of Discussant Satisfaction in Group Problem-Solving," Speech Monographs, vol. 30 (1963), 56-58.

Correlations were found between member satisfaction and peer ratings and member value structures. Oddly, the investigators found negative correlations.

196. Fouriezos, Nicholas T., Max L. Hutt, and Harold Guetzkow. "Measurement of Self-Oriented Needs in Discussion Groups," Journal of Abnormal and Social Psychology, vol. 45 (1950), 682-690.

The investigators devised a rating technique for motivation. This tool was used in demonstrating that self-oriented needs can be measured in discussions.

197. Gladstone, Roy. "A Factor in the Degeneration of Discussions," Journal of Educational Psychology, vol. 43 (1952), 176-178.

This short article describes the problem of insincerity in discussions. The problem can be illustrated to the student by the Rorschach test.

198. Goldman, Morton, Merlyn E. Bolen, and Randall B. Martin. "Some Conditions Under Which Groups Operate and How this Affects Their Performance," Journal of Social Psychology, vol. 54 (1961), 47-56.

In this experimental study, it was found that more accurate solutions and more enjoyable discussion resulted when all members were of equal motivation. This was true where there was no leader in the group. Where there was a leader and motivation was unequal, quality of decision and enjoyment were less.

199. Green, Norman E. "Verbal Intelligence and Effectiveness of Participation in Group Discussion," Journal of Educational Psychology, vol. 41 (1950), 440-445.

The author concludes that there is a good relationship between verbal intelligence and effective group participation. He suggests that verbal intelligence tests can be used in balancing learning groups on the basis of ability to participate.

200. Greer, F. Loyal, Eugene H. Galanter, and Peter G. Nordie. "Interpersonal Knowledge and Individual and Group Effectiveness," Journal of Abnormal and Social Psychology, vol. 49 (July, 1954), 411-418.

The authors conclude from their study that leaders and other popular group members achieve more accurate perception of the preferences of individual group members. These persons are considered to be more effective in the group. Their knowledge of others permits greater achievement.

201. Haythorn, William, Arthur Couch, et.al. "The Behavior of Authoritarian and Equalitarian Personalities in Groups," Human Relations, vol. 9 (1956), 57-74.

Findings of this experimental study include the following: (1) Low authoritarian groups were more democratic than high authoritarian groups. (2) Low authoritarian groups were more effective in handling problems. (3) Emergent leaders in the low authoritarian groups were more sensitive to others than those in high authoritarian groups.

202. Heslin, Richard. "Predicting Group Task Effectiveness from Member Characteristics," Psychological Bulletin, vol. 62 (1964), 248-256.

This article summarizes research findings. The following discussant characteristics are considered: general ability, specific ability, adjustment, extraversion, dominance, and authoritarianism. The author concludes that the first three areas seem to be related to group effectiveness.

203. (430.) Hoffman, L. Richard. "Homogeneity of Member Personality and its Effect on Group Problem-Solving," Journal of Abnormal and Social Psychology, vol. 58 (1959), 27-32.

204. Horowitz, Milton W., Joseph Lyons, and Howard V. Perlmutter. "Induction of Forces in Discussion Groups," American Psychologist, vol. 5 (1950), 301.

This is an abstract of an APA paper designed to investigate some bases for agreement and disagreement in discussion. One's degree of agreement with acts in the group is related to his attitude of the person who is the source of the act.

205. (298.) Julian, James W. and Franklyn A. Perry. "Cooperation Contrasted with Intra-Group and Inter-Group Competition," Sociometry, vol. 30 (1967), 79-90.

206. (442.) Kogan, Nathan and Michael A. Wallack. "Group Risk Taking as a Function of Members' Anxiety and Defensiveness Levels," Journal of Personality, vol. 35 (1967), 50-63.

207. Lerea, Louis and Alvin Goldberg. "The Effects of Socialization Upon Group Behavior," Speech Monographs, vol. 28 (1961), 60-64.

This study concludes that a group with a mixture of highly socialized and less socialized members will interact more than groups of all high or low socialization. Also the liking of group members for each other and for group performance as a whole decreases as the number of highly socialized subjects increases.

208. Mann, Richard D. "Dimensions of Individual Performance in Small Groups Under Task and Social-emotional Conditions," Journal of Abnormal and Social Psychology, vol. 62 (1961), 674-682.
This study tends to refute findings of Carter (1954) and Bales (1956) that activity, task ability, and likeability are the three major factors accounting for much of the variance in small group performance.

209. (232.) Marcus, Philip M. "Expressive and Instrumental Groups: Toward a Theory of Group Structure," American Journal of Sociology, vol. 66 (1960), 54-59.

210. McGinnies, Elliott and Irwin Altman. "Discussion as a Function of Attitudes and Content of a Persuasive Communication," Journal of Applied Psychology, vol. 43 (1959), 53-59.
In this study groups rated high, medium, and low in ethnocentrism watched a film which attempted to liberalize attitudes toward minority groups. Those who were more favorable toward communication content possessed greater degree of activity and spontaneity than did subjects who were less favorably disposed toward the communication.

211. (301.) McGinnies, Elliott and Willard Vaughan. "Some Biographical Determiners of Participation in Group Discussion," Journal of Applied Psychology, vol. 41 (1957), 179-185.

212. Pyron, H. Charles. "An Experimental Study of the Role of Reflective Thinking in Business and Professional Conferences and Discussions," Speech Monographs, vol. 31 (June, 1964), 157-161.
This article reports a field study in which twenty-eight groups were observed and tested. A strong positive relationship was found between the scores on the Johnson Test of Reflective Thinking and judged value of contribution to the discussion.

213. (304.) Riecken, Henry W. "The Effect of Talkativeness on Ability to Influence Group Solutions of Problems," Sociometry, vol. 21 (1958), 309-321.

214. Sagi, Philip C., Donald W. Olmsted, and Frank Atelsek. "Predicting Maintenance of Membership in Small Groups," Journal of Abnormal and Social Psychology, vol. 51 (1955), 308-311.
This study found that subjects' personal involvement in the group and their sociometric status were related to the maintenance or severance of their group membership.

215. Scheidel, Thomas M., Laura Crowell, and John R. Shepherd. "Personality and Discussion Behavior: A Study of Possible Relationships," Speech Monographs, vol. 25 (November, 1958), 261-267.
The purpose of the study was to examine the relationship between personality needs and performance in the small group. No relationships were discovered.

216. Turner, Winston M. and Jack D. Rains. "Differential Effects of 'Brainstorming' Instructions Upon High and Low Creative Subjects," Psychological Reports, vol. 17 (1965), 753-754.
Both high and low creative subjects were found to respond positively to brainstorming instructions.

217. Wagner, Rudolph R. and John E. Williams. "An Analysis of Speech Behavior in Groups Differing in Achievement Imagery and Defensiveness," Journal of Personality, vol. 29 (1961), 1-9.
The major findings of this study were (1) that members with higher achievement desires are more fluent in speech and (2) that highly defensive subjects are less fluent.

218. Zagona, Salvatore V. and Louis A. Zurchers. "Participation, Interaction, and Role Behavior in Groups Selected from the Extremes of the Open-Closed Cognitive Continuum, Journal of Psychology, vol. 58 (1964), 255-264.
This study was designed to determine the extent dogmatic and non-dogmatic characteristics will be revealed in the group situation.

219. Zander, Alvin. "Group Membership and Individual Security," Human Relations, vol. 11 (1958), 99-111.
This is an expository article dealing with emotional security in groups. The author discusses some correlates of hostility, handling hostility, correlates of attraction, and self evaluation in groups.

220. Zander, Alvin and Herman Medow. "Strength of Group and Desire for Attainable Group Aspirations," Journal of Personality, vol. 33 (1965), 122-139.
It was found that members' desire for group achievement is stronger in strong groups; in weak groups the success motive is less prominent.

VARIABLES RELATED TO GROUPS (Continued)

III. GROUP STRUCTURE AND NETWORKS

221. Bovard, E. W. "The Experimental Production of Interpersonal Affect," Journal of Abnormal and Social Psychology, vol. 46 (October, 1951), 521-528.
It was found in this experimental study that group-centered structure provides for more affect than leader-centered structure. This may be the result of a higher-level of interaction in group-centered structure.

222. Bovard, E. W. "Group Structure and Perception," Journal of Abnormal and Social Psychology, vol. 46 (July, 1951), 398-405.
The conclusion of this experimental study is that individual perceptions can be altered more readily in group-centered structures than in the leader-centered structure.

223. (436.) Cohen, Arthur M. "Changing Small Group Communication Networks," Journal of Communication, vol. 11 (1961), 116-124.

224. Crook, Robert B. "Communication and Group Structure," Journal of Communication, vol. 11 (1961), 136-140.
This is a short expository article in which the author maintains that the most serious barriers to group functioning are orientations toward leadership and intimacy. Differences between the functioning of mature and immature groups are discussed.

225. Davis, James H., Ruth Kalb, and John Hornseth. "Stability of Impression Formation and Implications for Emergent Group Structure," Sociometry, vol. 29 (1966), 104-120.
The probability of high member acceptance (equalitarian structure) was found to be high among potential newly formed groups. The high probability that this condition will decrease was also discussed.

226. Glanzer, Murray and Robert Glaser. "Empirical Studies of the Effect of Structure in Small Groups," Psychological Bulletin, vol. 58 (1961), 1-27.
This paper summarizes about 40 studies on communication networks (structure) in small groups. Bavelas' initial work is discussed along with further variations made on that design.

227. Glanzer, Murray and Robert Glaser. "Techniques for the Study of Group Structure and Behavior," Psychological Bulletin, vol. 56 (1959), 317-332.
This was an attempt to answer the following questions. How can interaction and structure be measured? How is structure related to performance?

228. (87.) Goldberg, S. C. "Influence and Leadership as a Function of Group Structure," Journal of Abnormal and Social Psychology, vol. 51 (1955), 119-122.

229. Heise, George A. and George A. Miller. "Problem Solving by Small Groups Using Various Communication Nets," Journal of Abnormal and Social Psychology, vol. 46 (1951), 327-335.

In this study, five communication nets were applied to 3-man problem solving situations. It was shown that the nets had a direct influence on the performance of the groups. The performance of the small group was found to relate to channels of communication, task, and group stress.

230. Landecker, Werner S. "Integration and Group Structure: an Area for Research," Social Forces, vol. 30 (1952), 394-400.

This paper discusses some research problems in group integration in the areas of culture, norms, communication, and function. The problems presented for research include the relationship among variables with the sample type of integration and the relationship between different types.

231. Leavitt, Harold J. "Some Effects of Certain Communication Patterns on Group Performance," Journal of Abnormal and Social Psychology, vol. 46 (1951), 38-50.

This study uses the standard experimental patterns developed by Bavelas (circle, chain, Y, and wheel) as structure for determining the relationship between communication patterns and group behavior. The differences among results nearly always went in the order circle, chain, Y, wheel, where the circle was more active, less organized, and more enjoyable and the wheel less active, more stable, and less satisfying.

232. Marcus, Philip M. "Expressive and Instrumental Groups: Toward a Theory of Group Structure," American Journal of Sociology, vol. 66 (1960), 54-59.

The conclusion of this study is that perceived environment affects group structure. If a group perceives its environment as friendly or bland, it will develop a pyramidal structure under a single leader. With a threatening environment, the structure is wheel-like, and the leader is an emotional-social leader.

233. (471.) Miraglia, Joseph F. "Communication Network Research and Group Discussion," Today's Speech, vol. 12 (November, 1964), 11-14.

234. Mulder, Mauk. "Communication Structure, Decision Structure, and Group Performance," Sociometry, vol. 23 (1960), 1-14.

The authors found the following to be true in their experimental groups: Performance seemed faster, more efficient, and of higher quality when the decision-making was centralized. Further, performance was poorer in groups with centralized communication structure when the decision-making function was not also centralized.

235. (440.) Roby, Thornton B., Elizabeth H. Nicol, and Francis M. Farrell. "Group Problem Solving Under Two Types of Executive Structure," Journal of Abnormal and Social Psychology, vol. 67 (1963), 550-556.

236. (108.) Shaw, Marvin E. "A Comparison of Two Types of Leadership in Various Communication Nets," Journal of Abnormal and Social Psychology, vol. 50 (1955), 127-134.

237. Shelly M. W. and J. C. Gilchrist. "Some Effects of Communication Requirements in Group Structures," Journal of Social Psychology, vol. 48 (1958), 37-44.

Two groups were used, one under the wheel structure, the other under the comcom structure. Communication requirements were varied for both groups. It was found that there is a rectilinear relationship between requirements and problem solving time.

238. Watson, David L. "Effects of Certain Social Power Structures on Communication in Task-oriented Groups," Sociometry, vol. 28 (1965), 322-336.

The author concludes from his experimental study that group morale was affected by structure, that high power persons enjoyed that status less in disconnected structure than in connected structure, that low power individuals communicated mostly to high power persons, and that fewer total messages were sent by lower power persons.

VARIABLES RELATED TO GROUPS (Continued)

IV. GROUP INFLUENCE AND CONFORMITY

239. Asch, Solomon E. "Studies of Independence and Conformity: Part I, A Minority of One Against a Unanimous Majority," Psychological Monographs, vol. 70, No. 9 (1956), 1-70.
This is a lengthy monograph describing nine experiments on the effects of the group opinion on a single dissenter. It was found that while the group consensus had considerable effect on the deviate, individuals differed greatly in their resistance to the majority. Some important variables included the public character of the commitment, amount of error in majority position, conviction of subjects, and others.

240. Ausubel, David P. and Seymour H. Schpoont. "Prediction of Group Opinion as a Function of Extremeness of Predictor Attitudes," Journal of Social Psychology, vol. 47 (1958), 19-29.
When subjects were asked to predict mean group opinion on certain religious issues, no relationship was found between the extremeness of the subject's attitude and his predictions.

241. (427.) Bass, Bernard M. "Amount of Participation, Coalescence, and Profitability of Decision Making Discussion," Journal of Abnormal and Social Psychology, vol. 67 (1963), 92-94.

242. Bennett, Edith Becker. "Discussion, Decision, Commitment, and Consensus in 'Group Decision'," Human Relations, vol. 8 (1955), 251-273.
The following findings are reported: (1) group discussion was not found to be more effective than a lecture in influencing action; (2) participation in decision-making was related to probability that the decided action would be executed; (3) public commitment was not found to be more effective in influence future action than private commitment;(4) probability that group members would execute the decided action was influenced by the degree of group consensus.

243. Berenda, Ruth W. The Influence of the Group on the Judgements of Children. New York: King's Crown Press, 1950.
This book reports four experiments. It was found that children did not blindly and uncritically accept answers of the majority; it is not easy for a child to be in the minority; peer pressure is more influential for children than authority pressure. Further, prestige does not necessarily affect imitation, and younger children are more influenced by group pressure than older children.

244. (312.) Berkowitz, Leonard and Robert C. Howard. "Reactions to Opinion Deviates as Affected by Affiliation Need (n) and Group Member Interdependence," Sociometry, vol. 22 (1959), 81-91.

245. Berrien, F.K. "Attempts to Measure Attitudinal Changes as a Consequence of Permissive Discussions," American Psychologist, vol. 5 (1950), 246-247.

This is an abstract of a paper delivered at the annual meeting of the APA. It reports three studies on attitude changes in permissive discussion groups. Little attitude change is noted.

246. Brodbeck, May. "The Role of Small Groups in Mediating the Effects of Propaganda," Journal of Abnormal and Social Psychology, vol. 52 (1956), 166-170.

The author hypothesizes that participation in a small group discussion after listening to an opposing propaganda message tends to counteract the propaganda effect. This hypothesis is supported.

247. Canning, Ray R. and James M. Baker. "Effect of the Group on Authoritarian and Non-Authoritarian Persons," American Journal of Sociology, vol. 64 (1959), 579-581.

Group pressure was exerted on authoritarian and non-authoritarian group members in the experimental situation. Both groups showed signigicant influence by group pressures, and the authoritarian subjects seemed significantly more influenced than non-authoritarians.

248. Dittes, James E. and Harold H. Kelley. "Effects of Different Conditions of Acceptance Upon Conformity to Group Norms," Journal of Abnormal and Social Psychology, vol. 53 (1956), 100-107.

Two conditions of conformity were revealed in this study: (1) the subject sincerely adheres to group norms and possesses a high level of motivation to participate. This may occur when the subject is not completely accepted by the group, but is in reach of acceptance. (2) The subject conforms only in public. This may occur when he feels on the verge of total rejection.

249. Festinger, Leon, Harold B. Gerard, Bernard Hymovitch, Harold H. Kelley, and Bert Raven. "The Influence Process in the Presence of Extreme Deviates," Human Relations, vol. 5 (1952), 327-346.

Various manifestations of group pressure were examined in the situation where some subjects conformed and other subjects deviated greatly from the mode.

250. Frye, Roland L. and Thomas M. Stritch. "Effect of Timed vs. Non-Timed Discussion upon Measures of Influence and Change in Small Groups," Journal of Social Psychology, vol. 63 (1964), 139-143.

It was found in this experiment that greater initial sensitivity and agreement created by psychological pressure seems to result from time limits placed on discussion. After a while, however, group satisfaction decreases, and group coalescence is inhibited.

251. Gerard, Harold B. "The Anchorage of Opinions in Face-to-Face Groups," Human Relations, vol. 7 (1954), 313-325.

It was found that there is more shift toward the norm in high-attraction groups than in low-attraction groups.

252. Gerard, Harold B. "The Effect of Different Dimensions of Disagreement on the Communication Process in Small Groups," Human Relations, vol. 6 (1953), 249-271.

The conclusions of this experimental study are as follows: (1) Minority members needed more support from other members than did majority members. (2) There was more pressure toward uniformity in homogeneous than heterogeneous groups. (3) Pressure to agree with experts was greater in heterogeneous groups, especially those under pressure for uniformity. (4) There was a greater tendency toward subdivision in the heterogeneous than the homogeneous condition.

253. Giffin, Kim and Larry Ehrlich. "The Attitudinal Effects of a Group Discussion on a Proposed Change in Company Policy," Speech Monographs, vol. 30 (November, 1963), 377-379.

The authors conclude that leaderless groups along with neutrally and positively led groups may experience attitude change during the course of discussion, whereas negative leadership groups do not.

254. Grove, Theodore G. "Attitude Convergence in Small Groups," Journal of Communication, vol. 15 (1965), 226-238.

This study supported the convergence effect in discussion. The author states than a minority member may have appreciable influence on others in the group.

255. (101.) Hare, A. Paul. "Small Group Discussions with Participatory and Supervisory Leadership," Journal of Abnormal and Social Psychology, vol. 48 (1953), 273-275.

256. Harnack, R. Victor. "A Study of the Effect of an Organized Minority Upon a Discussion Group," Journal of Communication, vol. 13 (1963), 12-24.

This study deals with the effects of a strong minority member on the opinion of the group. The minority member does apparently have some influence.

257. Jackson, Jay M. and Herbert D. Saltzstein. "The Effect of Person-group Relationships on Conformity Processes," Journal of Abnormal and Social Psychology, vol. 57 (1958), 17-28.

The investigators found strong tendencies to perceive forces of conformity in interdependent task-oriented groups.

258. Kelley, Harold H. and Martin M. Shapiro. "An Experiment on the Conformity to Group Norms Where Conformity is Detrimental to Group Achievement," American Sociological Review, vol. 19 (1954), 667-678.

It was found that for high degrees of membership valuation, frequency of being chosen as a workmate was inversely related to conformity.

259. Kelley, Harold H. and Edmund H. Volkart. "The Resistance to Change of Group-Anchored Attitudes," American Sociological Review, vol. 17 (1952), 453-465.

This study revealed the following findings: (1) Group influence is related to value placed on group membership. (2) This relationship is stronger under private than public conditions.

260. Kelley, Harold H. and Christine L. Woodruff. Members' Reactions to Apparent Group Approval of a Counternorm Communication," Journal of Abnormal and Social Psychology, vol. 52 (1956), 67-74.

Two groups heard a recorded speech contrary to group norms. Applause was heard after certain main points. The group which was told that the applause was from other in-group members changed opinions more than did group which were told that the applause was from anonymous outsiders.

261. Kidd, J.S. and Donald T. Campbell. "Conformity to Groups as a Function of Group Success," Journal of Abnormal and Social Psychology, vol. 51 (1955), 390-393.

This study found that groups in which more successes have been experienced showed more conformity in later test tasks than did groups in which less success had previously been experienced.

262. (443.) Lamm, Helmut. "Will An Observer Advise Higher Risk Taking After Hearing a Discussion of the Decision Problem?" Journal of Personality and Social Psychology, vol. 6 (1967), 467-471.

263. Laughlin, Patrick R. and Mary A. Doherty. "Discussion Versus Memory in Cooperation Group Concept Attainment," Journal of Educational Psychology, vol. 58 (1967), 123-128.

This experimental study indicated that discussion was clearly superior over individual memory in group concept attainment.

264. Lawlor, Monica. "An Investigation Concerned with Changes of Preference which are Observed after Group Discussion," Journal of Social Psychology, vol. 42 (1955), 323-332.

This study was designed to determine the effects of group discussion on individual preferences for pictures. It was found that the amount of change in preference was related to the roles individuals took in the discussions, the timing of remarks, and the amount of questions fielded by members. The emotional tone of the discussion was also a factor.

265. Lawson, Edwin D. and Ross Stagner. "Group Pressure, Attitude Change, and Autonomic Involvement," Journal of Social Psychology, vol. 45 (1957), 299-312.

This study confirmed the belief that group members tend to shift their attitudes toward those of the majority. Also subjects with greater anxiety tended to shift more than subjects with less anxiety.

266. Levine, Jacob and John Butler. "Lecture vs. Group Decision in Changing Behavior," Journal of Applied Psychology, vol. 36 (1952), 29-33.

This study compared the lecture method with the discussion method in inducing change in performance ratings of supervisors. It was found that only the subjects involved in the group process improved their ratings.

267. (355.) Lott, Albert J., Bernice Eisman Lott. "Group Cohesiveness, Communication Level, and Conformity," Journal of Abnormal and Social Psychology, vol. 62 (1961), 408-412.

268. (430.) Mann, John H. and Carola H. Mann. "The Importance of a Group Task in Producing Group-Member Personality and Behavior Changes," Human Relations, vol. 12 (1959), 75-80.

269. Mann, John R. and Carola H. Mann. "Insight as a Measure of Adjustment in Three Kinds of Group Experience," Journal of Consulting Psychology, vol. 23 (1959), 91.

This study used the criterion of insight in determining behavior change attributable to group behavior. All group members increased insight regardless whether their group was a discussion, a task-oriented study group, or a role-playing group. There were no significant differences between groups.

270. (106.) Medalia, Nahum Z. "Authoritarianism, Leader Acceptance, and Group Cohesion," Journal of Abnormal and Social Psychology, vol. 51 (1955), 207-213.

271. Miller, K.M. and J.B. Biggs. "Attitude Change Through Undirected Group Discussion," Journal of Educational Psychology, vol. 49 (1958), 224-228.

Two types of small groups were chosen on the basis of a sociogram. These high and low cohesive groups engaged in discussion on racial groups. Attitudes were found to change on the subject, regardless of group. Additionally, the changes appeared relatively stable.

272. Oakes, William F., Arnold E. Droge, and Barbara August. "Reinforcement Effects on Conclusions Reached in Group Discussion," Psychological Reports, vol. 9 (1961), 27-34.

This study attempted to determine whether group conclusions could be influenced by reinforcement of certain predetermined patterns. Somewhat over half of the subjects were influenced in their conclusions by reinforcement. The others were not.

273. Olmstead, Joseph A. and Robert R. Blake. "The Use of Simulated Groups to Produce Modifications of Judgment," Journal of Personality, vol. 23 (1955), 335-345.

This article reports an experiment comparing the relative effectiveness of various conditions on judging a clear-cut fact. The conditions tested include face-to-face discussion, tape recorded discussion, and individual judgment.

274. Paulson, Stanley F. "Pressures Toward Conformity in Group Discussion," Quarterly Journal of Speech, vol. 44 (1958), 50-55.
After discussing the prevalence of conformity in our society, various significant pressures to conform are listed. The author is particularly concerned with pressures to conform to majority viewpoint in the discussion classroom, often induced by the instructor. As a solution, the author proposes that the leader in discussion support controversy rather than agreement.

275. Pennington, D.F., Francois Haravey, and Bernard M. Bass. "Some Effects of Decision and Discussion on Coalescence, Change, and Effectiveness," Journal of Applied Psychology, vol. 42 (1958), 404-408.
After studying group discussions on city population rankings, the authors indicate that (1) discussion, group decision, and a combination of both increased the amount of coalescence in groups, and (2) the greatest change of opinion occurred in groups where both discussion and group decision took place.

276. Perlmutter, Howard V. "Impressions of Influential Members of Discussion Groups," Journal of Psychology, vol. 38 (1954), 223-234.
The results of this study suggest that when a perceiver has been influenced by some source, he becomes more aware of the source and/or he has an increased desire to describe the source's behavior.

277. (375.) Rath, R. and S.K. Misra. "Changes of Attitudes as a Function of Size of Discussion Groups," Journal of Social Psychology, vol. 59 (1963), 247-257.

278. Schulman, Gary I. "Asch Conformity Studies: Conformity to the Experimenter and/or to the Group?" Sociometry, vol. 30 (1967), 26-40.
In order to determine the nature of "conformity" responses in the Asch situation, variation in the experimental results of various investigators were studied. The author believes there are three types of influence indicated: conformity by repeating information of others, conformity because of potential evaluation by the group, and conformity because of potential evaluation by the experimenter. The author stresses the importance of experimenter-subject relationship as a possible confounding variable.

279. Simon, Herbert A. and Harold Guetzkow. "A Model of Short- and Long-run Mechanisms Involved in Pressures Toward Uniformity in Groups," Psychological Review, vol. 62 (1955), 56-68.
The authors attempt to bring together hypotheses about pressures toward uniformity into an integrated system.

280. Simpson, Ray H. "Attitudinal Effects of Small Group Discussions," Quarterly Journal of Speech, vol. 46 (December, 1960), 415-418.
This is an experimental study on the effects of discussing issues on one's attitudes. The author reports that subjects felt more competent in an area after having discussed it, although they felt less sure that original statements were sound.

281. Stone, Phil and Joe Kamiya. "Judgments of Consensus During Group Discussion," Journal of Abnormal and Social Psychology, vol. 55 (1957), 171-175.

Subjects in this experiment were asked to judge group consensus at various points. The authors conclude that (1) change in actual consensus seemed to correlate with change in estimated consensus, (2) both estimated and actual consensus changed toward the point of view expressed in discussion, and (3) change in estimated and actual consensus were not significantly different from one another.

282. Torrance, E. Paul. "Group Decision-making and Disagreement," Social Forces, vol. 35 (1957), 314-318.

This article reviews current research on the effects of conformity and disagreement. Some positive conditions for disagreement are presented as well as factors working against disagreement. The author supports disagreement and believes that it is good.

283. Utterback, William E. "Independent Variables in the Conference Situation," Quarterly Journal of Speech, vol. 40 (1954), 381-387.

This study attempts to define the relationship between certain variables and the amount of opinion shift experienced by conference members. The variables include confidence in pre-conference opinion, type of problem discussed, sex, intelligence, extremness of opinion, and difference among participants in pre-conference opinions.

284. Utterback, William E. "The Influence of Conference on Opinion," Quarterly Journal of Speech, vol. 36 (1950), 365-370.

An attempt is made to quantify shift of opinion which occurred at a student conference in 1950. The author believes that the conference caused significant change of opinion among delegates. The amount of shift seems related to the amount of confidence the delegates had in their opinions before the conference.

285. Utterback, William E. "Majority Influence and Cogency of Argument in Discussion," Quarterly Journal of Speech, vol. 48 (1962), 412-414.

It was concluded in this article that although majority influence is strong, more adherents are attracted to a minority armed with superior arguments.

286. Utterback, William E. "Radio Panel vs. Group Discussion," Quarterly Journal of Speech, vol. 50 (1964), 374-377.

The two experimental conditions used in this study included small group discussion on controversial topics and recorded discussions. Apparently more shift of opinion occurred under the first condition than the second.

287. Wyer, Robert S. "Effects of Incentive to Perform Well, Group Attraction, and Group Acceptance on Conformity in a Judgmental Task," Journal of Personality and Social Psychology, vol. 4 (1966), 21-26.

It was found that when incentive to perform was high, group members tended to conform unless they were low in attraction and group acceptance. When incentive was low, only members low in group acceptance but high in attraction tended to conform.

288. (416.) Ziller, Robert C. "Scales of Judgment: A Determinant of the Accuracy of Group Decisions," Human Relations, vol. 8 (1955), 153-164.

## VARIABLES RELATED TO GROUPS (Continued)

### V. INDIVIDUAL PARTICIPATION

289. Bales, Robert F., et. al. "Channels of Communication in Small Groups," American Sociological Review, vol. 16 (1951), 461-468.
Rankings of group members by number of communications initiated tend to be correlated with rankings on (1) number of communications received, (2) number of communications addressed to other specific members, (3) number of communications addressed to the group as a whole.

290. (427.) Bass, Bernard M. "Amount of Participation, Coalescence, and Profitability of Decision Making Discussions," Journal of Abnormal and Social Psychology, vol. 67 (1963), 92-94.

291. Buchheimer, Arnold and Philip Pendleton. "The Reliability and Validity of the Group Participation Scale," Educational and Psychological Measurement, vol. 14 (1954), 566-569.
This is an attempt to find the validity and reliability of the Group Participation Scale by Pepinsky, Siegel, and Vanatta. The split-half reliability coefficient is reported between .84 and .96, and the test is reported as valid.

292. Crowell, Laura. "Problems in Measuring Participation in Discussion," Journal of Communication, vol. 3 (1953), 17-20.
Problems and methods in five areas are discussed:
(1) finding the individual factors of participation,
(2) formulating a complete list of these factors,
(3) including only mutually exclusive factors,
(4) weighing factors approximately, and
(5) differentiating degrees of achievement.

293. Dickens, Milton. "A Statistical Formula to Quantify the 'Spread-of-Participation' in Group Discussion," Speech Monographs, vol. 22 (March, 1955), 28-30.
Dickens here develops a formula for a spread-of-participation score based on the total number of words in the discussion, number of discussants, and numbers of discussants using more and less words than total words/number of discussants.

294. Gaier, Eugene. "When They're Not Talking," Adult Leadership, vol. 1 (March, 1953), 28-29.
This article lists several techniques for getting silent members to speak. Some such persons are described and their reasons for not participating stated. Some problems listed include anxiety, rigidity, and negative thinking.

295. (199.) Green, Norman E. "Verbal Intelligence and Effectiveness of Participation in Group Discussion," Journal of Educational Psychology, vol. 41 (1950), 440-445.

296. Howath, William J. "A Mathematical Model of Participation in Small Group Discussions," Behavioral Science, vol. 10 (1965), 164-166.

This short monograph expands upon Stephan and Mischler's (1952) mathematical model of small group member participation. The author states that the model is valuable in abstracting behavior and analysis of small group discussion.

297. (374.) James, John. "A Preliminary Study of the Size Determinant in Small Group Interaction," American Sociological Review, vol. 16 (1951), 474-477.

298. Julian, James W. and Franklyn A. Perry. "Cooperation Contrasted with Intra-Group and Inter-Group Competition," Sociometry, vol. 30 (1967), 79-90.

The authors found in this experimental study that individual and group competition increased quantity of participation and individual motivation. Quality of performance was also better in competitive groups. Low competition conditions yielded more favorable group relations.

299. (136.) McClintock, Charles. "Group Support and the Behavior of Leaders and Non-leaders," Journal of Abnormal and Social Psychology, vol. 67 (1963), 105-113.

300. (210.) McGinnies, Elliott, and Irwin Altman. "Discussion as a Function of Attitudes and Content of a Persuasive Communication," Journal of Applied Psychology, vol. 43 (1959), 53-59.

301. McGinnies, Elliott and Willard Vaughan. "Some Biographical Determiners of Participation in Group Discussion," Journal of Applied Psychology, vol. 41 (1957), 179-185.

The authors developed a fifteen-item questionnaire, which they sent to seven community groups in Washington, D. C. The authors wished to determine predictors for high-level participation. Significant predictors are education, income, knowledge of topic, status in the group, attendance record, extent of acquaintance with other members, and number of group members.

302. (337.) Mills, Theodore. "The Coalition Pattern in Three Person Groups," American Sociological Review, vol. 19 (1954), 657-667.

303. Oakes, William F., Arnold E. Droge, and Barbara August. "Reinforcement Effects on Participation in Group Discussion," Psychological Reports, vol. 7 (1960), 503-514.

This study attempted to determine the effect of reinforcement on group participation. It was noted that S's verbalization increased significantly when reinforced with a red light.

304. Riecken, Henry W. "The Effect of Talkativeness on Ability to Influence Group Solutions of Problems," Sociometry, vol. 21 (1958), 209-221.

This study corroborates previous evidence that high participators are perceived as contributing more to the final solution of a discussion. The authors believe that the talkative individual has greater ability to command attention and support from other members.

305. (433.) Shaw, Marvin E. "Some Effects of Varying Amounts of Information Exclusively Possessed by a Group Member Upon His Behavior in the Group," Journal of General Psychology, vol. 68 (1963), 71-79.

306. (360.) Shelley, Harry P. "Focused Leadership and Cohesiveness in Small Groups," Sociometry, vol. 23 (1960), 209-216.

307. Stephan, Frederick F. "The Relative Rate of Communication Between Members of Small Groups," American Sociological Review, vol. 17 (1952), 482-486.

The following findings are related: (1) The prevailing current of participation flows upward to the top-ranking person. (2) The communication from the top man to lower members diminishes as the member rank decreases, and most of his comments are directed to the group as a whole. Some mathematical models for analysis of participation are presented.

308. Stephan, Frederick F. and Elliot G. Mishler. "The Distribution of Participation in Small Groups: an Exponential Approximation," American Sociological Review, vol. 17 (1952), 598-608.

This article applies an exponential mathematical model to the distribution of participation in small group discussion. This model seems to fit when there is a range of participation potential among the members, there is no systematic interference with this potential, and a lack of well-differentiated roles exists.

309. (425.) Vinacke, W. Edgar. "Some Variables in Buzz Sessions," Journal of Social Psychology, vol. 45 (1957), 25-33.

VARIABLES RELATED TO GROUPS (Continued)

VI. GROUP INTERACTION

310. Bales, Robert F. Interaction Process Analysis: A Method for the Study of Small Groups. Cambridge: Addison-Fesley Press, 1950.

Prior to the publishing of this book, Interaction Process Analysis had developed over many years. It is based on rater observation of small groups. The book goes into the method of training observers, method reliability, and interpretation of results.

311. Bales, Robert F. "A Set of Categories for the Analysis of Small Group Interaction," American Sociological Review, vol. 15 (1950), 257-263.

This article introduces an observer category sheet for analysis of interaction. The broad categories include social-emotional area: positive reactions; social-emotional area: negative reactions; task area: attempted answers; task area: questions. These are further broken down into sub-categories.

312. Berkowitz, Leonard and Robert C. Howard. "Reactions to Opinion Deviates as Affected by Affiliation Need (n) and Group Member Interdependence," Sociometry, vol. 22 (1959), 81-91.

The following hypotheses were at least partially supported by this experimental study: (1) Members who share majority opinions direct most of their communication to opinion deviates. (2) When interdependence is high there is a greater tendency to reject the deviate. (3) A member with a high affiliation motive tends to communicate more with the deviate and reject him less than low affiliation-motivated members.

313. Borgatta, Edgar F. "Some Task Factors in Social Interaction," Sociology and Social Research, vol. 48 (1963), 5-12.

This study found that the amount of social restriction placed on a person is related to the level of his emotional responses in interaction. In experimental conditions where the subject was relieved of social sanction, more negative emotional responses were emitted.

314. Borgatta, Edgar F. and Marie L. Borgatta. "Coalitions and Interaction Concepts of Support in Three Person Groups," Social Forces, vol. 41 (1962), 68-75.

This article analyzes the indices of support in interaction which strengthen coalitions in groups. A particularly close look is given to Theodore Mills' index of support (see item 358). The authors stress the need to base indices on empirical concepts rather than speculative ones.

315. Bovard, Everett W. "Interaction and Attraction to the Group," Human Relations, vol. 9 (1956), 481-489.

This study found that higher levels of interaction induced more attraction to the group as a whole. The authors are able to state the relationship between interaction and attraction mathematically.

316. Carter, Launor P., et.al. "A Note on a New Technique of Interaction Recording," Journal of Abnormal and Social Psychology, vol. 46 (1951), 258-260.
This article describes the use of a modified stenograph machine used to record discussions.

317. Festinger, Leon, A. Pepitone, and T. Newcomb. "Some Consequences of De-individuation in a Group," Journal of Abnormal and Social Psychology, vol. 47 (1952), 382-389.
The data reported in this article tend to support the theory that less stress on individual members in small groups results in reduction of members' restraints, thus leading to greater freedom of action.

318. Guetzkow, Harold and John Gyr. "An Analysis of Conflict in Decision-Making Groups," Human Relations, vol. 7 (1954), 367-382.
This article describes the study of conditions producing tension and conflict in conferences. The investigators studies several government and business groups.

319. Hare, A. Paul. "The Dimensions of Social Interaction," Behavioral Science, vol. 5 (1960), 211-215.
This article presents a scheme for conceptualizing variables in interaction. The purpose is to provide a framework for organizing ideas.

320. Hare, A. Paul and Robert Bales. "Seating Position and Small Group Interaction," Sociometry, vol. 26 (1963), 480-486.
Both task and social groups were examined for patterns of interaction. In the task group, the pattern of interaction is predictable from centrality of position and distance between members. In social groups, the tendency was to speak to persons sitting next to the subject. Personality was found to be related to choice of sitting position.

321. Harnack, Robert V. "An Experimental Study of the Effects of Training in the Recognition and Formulation of Goals upon Intra-Group Cooperation," Speech Monographs, vol. 22 (March, 1955), 31-38.
The author found that trained groups cooperated more than did untrained groups. He suggests that trainers pay more attention to goal-oriented discussion.

322. Heinicke, Christoph and Robert F. Bales. "Developmental Trends in the Structure of Small Groups," Sociometry, vol. 16 (1953), 7-38.
Several groups were studied experimentally and group interaction analyzed. It was found that initially high status consensus groups decreased and then increased in that quality; such groups experienced sharp and focussed emotional conflict; such groups decreased in the amount of interaction in categories associated with status; high status groups were more satisfied with the group and the decisions than low status groups; and high groups were generally more efficient.

323. Morris, Charles G. "Task Effects on Group Interaction," Journal of Personality and Social Psychology, vol. 4 (1966), 545-554.
108 groups were studied, and it was found that more than 60% of group activity was determined by the type of task considered.

324. Phillips, Robert L. "Effects of Emotional Conflict on Learning and Persuasiveness in a Broadcast Discussion," Speech Monographs, vol. 34 (1967), 448-454.

This experimental study found that (1) listeners were more persuaded by the most hostile participant in a conflict, (2) emotional conflict may make the discussion seem meaningless and irrational to listeners, and (3) listener learning seems unaffected by emotional conflict.

325. Sampson, Edward E. and Arlene C. Brandon. "The Effects of Role and Opinion Deviation on Small Group Behavior," Sociometry, vol. 27 (1964), 261-281.

The purpose of this study was to determine the effects of role and opinion deviation on interaction. It was found that opinion deviates received generally more communication than controls and role deviates received generally less communication. The role deviate was ranked lower on a sociometric measure than controls.

326. Scheidel, Thomas M. and Laura Crowell. "Feedback in Small Group Communication," Quarterly Journal of Speech, vol. 52 (1966), 273-278.

The authors report that the feedback in discussions occupies a major part of the total effort.

327. (374.) Sommer, Robert. "Further Studies of Small Group Ecology," Sociometry, vol. 28 (1965), 337-348.

328. Theodorson, George A. "Elements in the Progressive Development of Small Groups," Social Forces, vol. 31 (1953), 311-320.

Eight experimental groups were observed for fifteen weeks to determine how small groups evolve into real social groups through interaction. Variables observed include member commonalities, leadership, friendship development, role development, member interdependence, sub-group formation, tendency toward consensus, group idealogy, group harmony, relations with other groups, discipline, group solidarity, and participation.

VARIABLES RELATED TO GROUPS (Continued)

## VII. ROLE TAKING AND STATUS

329. Bates, Alan P. and Jerry S. Cloyd. "Toward the Development of Operations for Defining Group Norms and Member Roles," Sociometry, vol. 19 (1956), 26-39.

This paper first reviews the concepts of "group norm" and "role." A method is then presented for using these in research. A list of 51 behavior traits and a sample role profile for a ten member group is also included.

330. Borg, Walter R. "Prediction of Small Group Role Behavior from Personality Variables," Journal of Abnormal and Social Psychology, vol. 60 (1960), 112-116.

This study developed a predictor test for role behavior consisting of four personality factors: assertiveness, power orientation, rigidity, and aggressive nonconformity. The author suggests further development of such instruments.

331. Burke, Peter J. "The Development of Task and Social-Emotional Role Differentiation," Sociometry, vol. 30 (1967), 379-392.

This is an experimental study related to Bales' and Slater's Theory that roles are differentiated by a task/social-emotional polarization. It is further hypothesized that an inequality in participation in task-oriented behavior causes the differentiation and that high task participation is not legitimated by social climate.

332. Cloyd, Jerry S. "Patterns of Role Behavior in Informal Interaction," Sociometry, vol. 27 (1964), 161-173.

Six role patterns emerge in this study. Each of these patterns is defined by a few overt behaviors observed in discussions. According to the authors, these patterns can be applied to groups other than the original groups studied.

333. Gerard, Harold B. "Some Effects of Status, Role Clarity, and Group Goal Clarity Upon the Individual's Relations to Group Process," Journal of Personality, vol. 25 (1957), 475-488.

High status individuals perceived greater possibilities to control others and did attempt to control others more than low status members. High status members were more satisfied with group discussion, and the more a person understood his role, the less he was concerned with his performance.

334. Goodchilds, Jacqueline D. "Effects of Being Witty on Position in the Social Structure of a Small Group," Sociometry, vol. 22 (1959), 261-272.

The hypotheses were generally supported in this study. It was predicted that subjects using sarcastic wit would be judged more influential but less popular while subjects using clowning wit would be perceived as more popular, but powerless.

335. Gross, Edward and Gregory P. Stone. "Embarrassment and the Analysis of Role Requirements," American Journal of Sociology, vol. 70 (1964), 1-15.

In order for role performance to be successful, a person must have three qualities: identity (self), poise, and confidence. However, embarrassment destroys one or more of these, rendering role performance impossible.

336. Haiman, Franklyn S., Gale E. Jensen, and William E. Utterback. "The Specialization of Roles and Functions in a Group," Quarterly Journal of Speech, vol. 43 (1957), 165-174.

The original article is written by Franklyn Haiman, and commentaries are included by the two other authors listed. Forces leading to specialization of roles are discussed as well as the disadvantages of this state of affairs. The commentators disagree with Haiman's point of view only slightly.

337. Mills, Theodore. "The Coalition Pattern in Three Person Groups," American Sociological Review, vol. ? (1954), 657-667.

This study investigates the problem of dyad segregation in three-person groups. It is concluded that the extent of interdependence within the "coalition" determines the subject's change in behavior, but not necessarily his change in opinion.

338. Moment, David and Abraham Zaleznik. Role Development and Interpersonal Competence, an Experimental Study of Role Performance in Problem-Solving Groups. Boston: Harvard Business School, 1963.

The purpose of the study was to contribute to our understanding of role behavior in problem-solving situations. It includes findings on (1) perceptions and evaluations of behavior, (2) relationship between actual behavior and perceived roles, (3) orientation of various role-types, (4) influences of social status, (5) member satisfaction, and (6) member developmental histories.

339. Olmsted, Michael. "Orientation and Role in the Small Group," American Sociological Review, vol. 19 (1954), 741-751.

Ad hoc four-men discussion groups were studied in order to determine the effect of different orientations and norms on structure and functioning of the groups.

340. Slater, Philip E. "Role Differentiation in Small Groups," American Sociological Review, vol. 20 (1955), 300-310.

Three types of role structures are isolated and discussed: (1) A single leader assumes all functions, and there is not further differentiation. (2) There is moderate role specialization determined by personality and situational factors and forced by sociological pressures. (3) Psychological and sociological pressures force extreme role differentiation causing disruption of task performance.

341. Smith, Ewart E. "The Effects of Clear and Unclear Role Expectations on Group Productivity and Defensiveness," Journal of Abnormal and Social Psychology, vol. 55 (1957), 213-217.

Silent collaborators in small groups were included to induce ambiguous role expectations. It was found that such role ambiguity reduced group productivity and satisfaction.

VARIABLES RELATED TO GROUPS (Continued)

VIII. GROUP COHESIVENESS

342. (427.) Bass, Bernard M. "Amount of Participation, Coalescence, and Profitability of Decision Making Discussions," Journal of Abnormal and Social Psychology, vol. 67 (1963), 92-94.

343. Brown, William. "An Instrument for Studying Viscidity within Small Groups," Educational and Psychological Measurement, vol. 13 (1953), 402-417.
The instrument described in this paper attempts to measure potential for group unity. The test is an inventory of attitudes toward potential groups to be administered to individual members.

344. (315.) Bovard, Everett W. "Interaction and Attraction to the Group," Human Relations, vol. 9 (1956), 481-489.

345. Cohen, David, John W. Whitmyre, and Wilmer H. Funk. "Effect of Group Cohesiveness and Training Upon Creative Thinking," Journal of Applied Psychology, vol. 44 (1960), 319-322.
It was found in this study that on ego-involving problems cohesive groups were significantly better in producing unique ideas than non-cohesive groups. Also sociometric choices for brainstorming partners were found to be related to perceptions of partner's skill.

346. Fessenden, Seth A. "An Index of Cohesiveness--morale based on the Analysis of Sociometric Choice Distribution," Sociometry, vol. 16 (1953), 321-326.
This index of group cohesiveness is based on scores derived from sociometric ratings within the group. The assumption is that higher scores result from more mutual choices in the sociogram.

347. (115.) Fiedler, Fred E. and W. A. T. Meuwese. "Leader's Contribution to Task Performance in Cohesive and Uncohesive Groups," Journal of Abnormal and Social Psychology, vol. 67 (1963), 83-87.

348. Frye, Roland L. "The Effect of Orientation and Feedback of Success and Effectiveness on the Attractiveness and Esteem of the Group," Journal of Social Psychology, vol. 70 (1966), 205-211.
Group attraction and mutual esteem were found to be a function of the group's effectiveness. Persons are attracted to other persons who aid them in solving the task. Self esteem is increased by influencing the group decision.

349. Emerson, Richard M. "Deviation and Rejection: An Experimental Replication," Journal of Abnormal and Social Psychology, vol. 19 (1954), 688-693.
This study substantiated the previous hypothesis that pressures toward uniformity in social groups are related to group cohesion.

350. Exline, Ralph V. and Robert C. Ziller. "Status Congruency and Interpersonal Conflict in Decision-making Groups," Human Relations, vol. 12 (1959), 147-162.
High cohesive groups were found to be significantly more congenial, more in agreement with one another, and displaying less overlap in the proportion of activity in the areas of suggestion, opinion, orientation between the two subjects rated proportionately most active in these areas.

351. (251.) Gerard, Harold B. "The Anchorage of Opinions in Face-to-face Groups," Human Relations, vol. 7 (1954), 313-325.

352. Haythorn, William. "The Influence of Individual Members on the Characteristics of Small Groups," Journal of Abnormal and Social Psychology, vol. 48 (1953), 276-285.
This experimental study revealed that cooperativeness, efficiency, and insight facilitated group functioning. "Striving for individual prominence" reduced cohesiveness and friendliness within the groups.

353. Kiesler, Charles A. "Attraction to the Group and Conformity to Group Norms," Journal of Personality, vol. 31 (1963), 559-569.
A person's attraction to the group was found to be related to degree of confirmation of expectations and general acceptance of the individual by the group.

354. Libo, Lester M. Measuring Group Cohesiveness. Ann Arbor: University of Michigan Press, 1953.
The author claims that an individual's attraction to the group is of central importance, and in this book (100 pages) he describes methodologies for the study and measurement of this variable. The two methods stressed include a projective technique (group picture impressions) and a behavior observation technique.

355. Lott, Albert J., Bernice E. Lott. "Group Cohesiveness, Communication Level, and Conformity," Journal of Abnormal and Social Psychology, vol. 62 (1961), 408-412.
This study revealed that group cohesiveness was related positively with level of communication and conformity within the groups. Fifteen groups in 30-minute discussions were studied.

356. (106.) Medalia, Nahum Z. "Authoritarianism, Leader Acceptance, and Group Cohesion," Journal of Abnormal and Social Psychology, vol. 51 (1955), 207-213.

357. Mills, Theodore M. "Power Relations in Three-Person Groups," American Sociological Review, vol. 18 (1953), 351-357.
It was discovered in this study that the solidarity between two persons in a three-man group is very threatening to the third member and the presence of a common object of opposition is most conducive to the development of such a solidarity bond.

358. (214.) Sagi, Philip C., Donald W. Olmsted, and Frank Atelsek. "Predicting Maintenance of Membership in Small Groups," Journal of Abnormal and Social Psychology, vol. 51 (1955), 308-311.

359. (108.) Shaw, Marvin E. "A Comparison of Two Types of Leadership in Various Communication Nets," Journal of Abnormal and Social Psychology, vol. 50 (1955), 127-134.

360. Shelley, Harry P. "Focused Leadership and Cohesiveness in Small Groups," Sociometry, vol. 23 (1960), 209-216.
It was found in this experimental study that groups with greater spread of participation had less cohesiveness. This may be explained by the high level of participation on the part of high status individuals, for when this condition existed, the group was found to be more cohesive.

361. (287.) Wyer, Robert S. "Effects of Incentive to Perform Well, Group Attraction, and Group Acceptance on Conformity in a Judgmental Task," Journal of Personality and Social Psychology, vol. 4 (1966), 21-26.

VARIABLES RELATED TO GROUPS (Continued)

IX. SEATING ARRANGEMENT AND GROUP SIZE

363. (154.) Bass, Bernard M. and Stanley Klubeck. "Effects of Seating Arrangement on Leaderless Group Discussions," Journal of Abnormal and Social Psychology, vol. 47 (1952), 724-727.

364. (155.) Bass, Bernard and Fay-Tyler M. Norton. "Group Size and Leaderless Discussion," Journal of Applied Psychology, vol. 35 (1951), 397-400.

365. Hare, A. Paul. "A Study of Interaction and Consensus in Different Sized Groups," American Sociological Review, vol. 17 (1952), 261-267.
This experimental study related the following findings: (1) There is less agreement in larger groups. (2) Leaders in smaller groups have more influence, although their skill is less important than in larger groups. (3) Members of larger groups are generally less satisfied with the group decision because of less opportunity to speak.

366. (320.) Hare, A. Paul and Robert Bales. "Seating Position and Small Group Interaction," Sociometry, vol. 26 (1963), 480-486.

367. (102.) Hearn, Gordon. "Leadership and the Spatial Factor in Small Groups," Journal of Abnormal and Social Psychology, vol. 54 (1957), 269-272.

368. (103.) Hemphill, John K. "Relation Between the Size of the Group and the Behavior of 'Superior' Leaders," Journal of Social Psychology, vol. 32 (1950), 11-22.

369. (89.) Howells, Lloyd T. and Selwyn W. Becher. "Seating Arrangement and Leadership Emergence," Journal of Abnormal and Social Psychology, vol. 64 (1962), 148-150.

370. James, John. "A Preliminary Study of the Size Determinant in Small Group Interaction," American Sociological Review, vol. 16 (1951), 474-477.
The author found in his investigation that where interaction was spontaneous in groups, the groups subdivide into the smallest size possible for face-to-face interaction (2). He suggests that groups above two members may be unstable.

371. Rath, R. and S.K. Misra. "Changes of Attitudes as a Function of Size of Discussion Groups," Journals of Social Psychology, vol. 59 (1963), 247-257.
It was found that generally individual attitudes shifted toward group norms after discussion. Attitudes tended to shift more in groups of 7 than in groups of 3 or 11. Also it was found that as group size increases, instances of very good and very poor participation increase.

372. Schellenberg, James A. "Group Size as a Factor in Success of Academic Discussion Groups," Journal of Educational Sociology, vol. 33 (1959), 73-79.
32 groups of various sizes were studied in the areas of member satisfaction, instructor satisfaction, and member (student) achievement. An inverse relationship was found between group and student satisfaction.

373. Slater, Philip E. "Contrasting Correlates of Group Size," Sociometry, vol. 21 (1958), 129-139.

In this study of groups ranging from 2 to 7 members, the following conclusions emerged. Members preferred 5-man groups. In larger groups, members were perceived as aggressive, impulsive, competitive, and inconsiderate. Large groups were considered too heirarchical, centralized, and disorganized. In smaller groups members appeared tense, passive, tactful, and constrained.

374. Sommer, Robert. "Further Studies of Small Group Ecology," Sociometry, vol. 28 (1965), 337-348.

In this study groups in a cafeteria and a library were observed. In the cafeteria, where interaction is encouraged, subjects sat opposite one another. In the library, where interaction is discouraged, subjects chose to sit apart. The author categorizes groups as casual, cooperative, competing, and co-acting. He describes the seating arrangements used by the various types of groups.

375. Sommer, Robert. "Leadership and Group Geography," Sociometry, vol. 24 (1961), 99-110.

This experimental study revealed that leaders preferred the end position in a group and that others preferred positions close to the leader. Members generally preferred to sit opposite rather than beside the leader.

376. Sommer, Robert. "Small Group Ecology," Psychological Bulletin, vol. 67 (1967), 145-152.

This is an expository article on findings concerning the spacial arrangement of small groups. Three broad topics are covered: leadership and spacial arrangements, task and location, and individual distance. About 40 studies are cited.

377. Steinzor, Bernard. "The Spatial Factor in Face to Face Discussion Groups," Journal of Abnormal and Social Psychology, vol. 45 (1950), 552-555.

In the fifteen groups studied, it was found that a relationship existed between the degree of interaction and the distance between group members.

378. Taylor, Donald W. and William L. Faust. "Twenty Questions: Efficiency in Problem Solving as a Function of Size of Group," Journal of Experimental Psychology, vol. 44 (1952), 360-368.

Problem solving efficiency was measured in groups of one, two, and four in terms of the number of questions asked by individuals, the time required, and the number of failures. Generally, groups were found superior to individuals in all three categories, but four-man groups were not found superior to two-man groups.

379. Thomas, Edwin J. and Clinton F. Fink. "Effects of Group Size," Psychological Bulletin, vol. 60 (1963), 371-384.

31 empirical studies of small groups are reviewed in this paper. In all, the independent variable is group size. Such topics as the following are considered: group performance, distribution of participation, nature of interaction, group organization, member performance, conformity, and satisfaction.

380. (120.) Utterback, William and Wallace Fotheringham. "Experimental Studies of Motivated Group Discussion," Speech Monographs, vol. 25 (1958), 268-277.

381. Ziller, Robert Charles. "Group Size: A Determinant of the Quality and Stability of Group Decisions," Sociometry, vol. 20 (1957), 165-173.

This is an experimental study of groups ranging in size from two to ten members. It was found generally that as group size increases, quality of decisions also increase.

382. Ziller, Robert C. and Richard Behringer. "Group Persuasion by the Most Knowledgeable Member Under Conditions of Incubation and Varying Group Sizes," Journal of Applied Psychology, vol. 43 (1959), 402-406.

It was found in this study that 2 and 5 member groups seemed more influenced by a knowledgeable member than other sized groups.

# CHAPTER IV.

## TASK VARIABLES

### I. General Considerations

383. Collins, Barry E. and Harold Guetzkow. A Social Psychology of Group Processes for Decision Making. New York: Wiley, 1964.
This book collates findings concerned with group decision making. The following areas are reported: group and individual performance, productivity, interpersonal behavior, interpersonal influence, sources of power, communication, participant satisfaction, and leadership.

384. Damrin, Dora E. "The Russell Sage Social Relations Test: A Technique for Measuring Group Problem-solving Skills in Elementary School Children," Journal of Experimental Education, vol. 28 (1959), 85-99.
This test is a situational measure of social relations skills in children. The stimulus involves a probelm-solving situation. The author believes that the test may be used to study effects of various environments upon children interacting in groups.

385. Darley, John G., Neal Gross, and William C. Martin. "Studies of Group Behavior: Factors Associated with the Productivity of Groups," Journal of Applied Psychology, vol. 36 (1952), 396-403.
This study was designed to determine various multiple correlations between group productivity and various sets of predictors from 18 possible variables. The variables are grouped into broad categories of acceptance of group goal, success or satisfaction with previous group experiences, use of individual skills, and leadership patterns.

386. Davis, Gary A. "Current Status of Research and Theory in Human Problem Solving," Psychological Bulletin, vol. 66 (1966), 36-54.
This article provides a summary of findings on problem-solving. Topics discussed include recent theoretical trends, trial and error problem-solving, and non-trial error problem-solving. Nearly 150 sources are cited.

387. Donahue, Maurice F.X. "The Importance of Ideas," Adult Leadership, vol. 1 (March, 1953), 26-27.
The author points out that a common criticism of discussion is that the subject matter is often weak--"a pooling of ignorance." Thus groups should concern themselves with real action problems. They should think about solutions and be genuinely concerned. Several methods for eliciting solid ideas from the group are presented.

388. Douglas, Jack. "Problems in Measuring Problem-Solving in Discussion," Journal of Communication, vol. 3 (1953), 20-24.
Some problems listed include the following: (1) Previous research has centered on simple puzzle-type problems. (2) The influence of cultural values has been ignored. (3) More research is needed in problem perception. (4) While the critical faculty has attracted much research, the creative factor has been ignored. (5) More research is needed in patterns of problem-solving. (6) There is a need for more research in semantics. (7) Research should continue on correlates of problem-solving ability. (8) There is a need for more psychological research. (9) And more study of training is desireable.

389. Hackman, J. Richard, Lawrence E. Jones, and Joseph E. McGrath. "A Set of Dimensions for Describing the General Properties of Group-generated Written Passages," Psychological Bulletin, vol. 67 (1967), 379-390.

6 dimensions emerge in this factor-analytic study for describing written passages prepared by groups. These include (1) action orientation, (2) length, (3) originality, (4) optimism, (5) quality of presentation, and (6) issue involvement.

390. Joseph, Myron L. and Richard H. Willis. "An Experimental Analog to Two-party Bargaining," Behavioral Science, vol. 8 (1963), 117-127.

The relationship of the following variables to two-party bargaining is investigated: (1) availability of a central solution, (2) information about the degree of agreement reached in a previous session, (3) the values of various alternatives, (4) the pattern of communicating, and (5) sex.

391. Lippitt, Ronald, Jeanne Watson, and Bruce Westley. The Dynamics of Planned Change: A Comparative Study of Principles and Techniques. New York: Harcourt, Brace, 1958.

This book deals with planning change by the individual, organization, community, and small group. Often small group procedures for problem-solving have become obsolete and must be changed.

392. (116.) Maier, Norman R.F. "Assets and Liabilities in Group Problem Solving: the Need for an Integrative Function," Psychological Review, vol. 74 (1967), 239-249.

393. Matthews, Jack and A.W. Bendig. "Index of Agreement: A Possible Criterion for Measuring the Outcome of Discussion," SM, vol. 22 (1955), 39-42.

This device is claimed to be a measure of discussion outcome. The "Index of Agreement" is a function of the total number of participants, the number of alternative solutions to the problem, and the number of participants espousing each of the solutions.

394. Monroe, Margaret E. "Group Discussion--The American Approach," Adult Leadership, vol. 1 (1953), 7.

This brief article describes the benefits of the democratic method of group discussion. The answers in such a group do not come quickly, but neither are solutions dictated.

395. Steiner, Ivan D. "Models for Inferring Relationships Between Group Size and Potential Group Productivity," Behavioral Science, vol. 11 (1966), 273-283.

The author recognizes that group productivity is a function of task demands, resources, and process. He discusses several models for predicting productivity potential of groups, which he hopes eventually to integrate into a theory of productivity potential.

396. Zagona, Salvatore V., Joe E. Willis, and William J. MacKinnon. "Group Effectiveness in Creative Problem Solving Tasks: an Examination of Relevant Variables," Journal of Psychology, vol. 62 (1966), 111-137.

The authors describe the problems used in experimental studies of creative problem-solving in groups. Five basic variables are related: (1) task, (2) individual vs. group, (3) leadership, (4) training, and (5) group characteristics.

TASK VARIABLES (Continued)

II. QUALITY OF DECISIONS, ACCURACY, AND EFFICIENCY

397. (92.) Anderson, Lynn R. and Fred E. Fiedler. "The Effect of Participatory and Supervisory Leadership on Group Creativity," Journal of Applied Psychology, vol. 48 (1964), 227-236.

398. (111.) Bass, Bernard M. "Some Aspects of Attempted, Successful, and Effective Leadership," Journal of Applied Psychology, vol. 45 (1961), 120-122.

399. (112.) Binder, Arnold, Burton R. Wolin, and Stanley J. Terebinski. "Leadership in Small Groups: A Mathematical Approach," Journal of Experimental Psychology, vol. 69 (1965), 126-134.

400. Bower, Joseph L. "Group Decision Making: A Report of an Experimental Study," Behavioral Science, vol. 10 (1965), 277-289.
This study relates findings on the relationship between conflict and group decisions: (1) On the average unanimous groups produce superior decisions over conflict groups, but conflict groups under majority rule produce superior decisions. (2) Conflict groups exchanged more information than unanimous groups.

401. (345.) Cohen, David, John W. Whitmyre, and Wilmer H. Funk. "Effect of Group Cohesiveness and Training Upon Creative Thinking," Journal of Applied Psychology, vol. 44 (1960), 319-322.

402. (115.) Fiedler, Fred E. and W.A.T. Meuwese. "Leader's Contribution to Task Performance in Cohesive and Uncohesive Groups," Journal of Abnormal and Social Psychology, vol. 67 (1963), 83-87.

403. (198.) Goldman, Morton, Merlyn E. Bolen, and Randall B. Martin. "Some Conditions Under Which Groups Operate and How this Affects Their Performance," Journal of Social Psychology, vol 54 (1961), 47-56.

404. (261.) Kidd, J.S. and Donald T. Campbell. "Conformity To Groups as a Function of Group Success," Journal of Abnormal and Social Psychology, vol. 51 (1955), 390-393.

405. (125.) Maier, Norman R.F. "An Experimental Test of the Effect of Training on Discussion Leadership," Human Relations, vol. 6 (1953), 161-173.

406. (118.) Maier, Norman R.F. "The Quality of Group Decisions as Influenced by the Discussion Leader," Human Relations, vol. 3 (1950), 155-174.

407. (127.) Maier, Norman R.F. and Richard Hoffman. "Using Trained "Developmental" Discussion Leaders to Improve Further Quality of Group Decisions," Journal of Applied Psychology, vol. 44 (1960), 247-251.

408. McCurdy, Harold G. and Wallace E. Lambert. "The Efficiency of Small Human Groups in the Solution of Problems Requiring Genuine Cooperation," Journal of Personality, vol. 20 (1952), 478-494.
The authors conclude that there is very little advantage to a group approach over an individual approach. They claim that because of methodological differences, this finding does not contradict previous studies.

409. Moore, Omar K. and Scarvia B. Anderson. "Search Behavior in Individual and Group Problem-Solving," American Sociological Review, vol. 19 (1954), 702-714.

The following conclusions emerge from this study: (1) A group does not necessarily seem to be more efficient in search for solutions than is a single individual. (2) There is no significant time difference in developing solution between groups and individuals. (3) There seems less variability among groups than individuals in solutions, time, steps taken, and errors made.

410. (234.) Mulder, Mauk. "Communication Structure, Decision Structure, and Group Performance," Sociometry, vol. 23 (1960), 1-14.

411. Pryer, Margaret W. and Bernard M. Bass. "Some Effects of Feedback on Behavior in Groups," Sociometry, vol. 22 (1959), 56-63.

These investigators found that groups with feedback (knowledge of results) made more accurate decisions than groups without such feedback .

412. (139) Pryer, Margaret W., Austin W. Flint, and Bernard M. Bass. "Group Effectiveness and Consistency of Leadership," Sociometry, vol. 25 (1962), 391-397.

413. (378.) Taylor, Donald and William L. Faust. "Twenty Questions: Efficiency in Problem Solving as a Function of Size of Group," Journal of Experimental Psychology, vol. 44 (1952), 360-368.

414. (120.) Utterback, William and Wallace C. Fotheringham. "Experimental Studies of Motivated group Discussion," Speech Monographs, vol. 25 (1958), 268-277.

415. (381.) Ziller, Robert C. "Group Size: A Determinant of the Accuracy and Stability of Group Decisions," Sociometry, vol. 20 (1957), 165-173.

416. Ziller, Robert C. "Scales of Judgment: A Determinant of the Accuracy of Group Decisions," Human Relations, vol. 8 (1955), 153-164.

On the basis of the study, the author concludes that group decisions will be more accurate when a heterogeneous group judgment is used and that members tend to conform more to a superior decision than an inferior one.

TASK VARIABLES (Continued)

III. THE PROBLEM-SOLVING PROCESS

417. Berg, David M. "A Descriptive Analysis of the Distribution and Duration of Themes Discussed by Task-Oriented, Small Groups," Speech Monographs, vol. 34 (1967), 172-175.
The purpose of this study was to describe quantitatively the process that groups go through in their tasks. It was found that 1/3 of the discussion time was spent on procedure, uninterrupted group attention was maintained on the average just a little over a minute, and over 10% of the themes in the discussion were irrelevant to the task.

418. (113.) Brilhart, John K. "An Experimental Comparison of Three Techniques for Communicating a Problem-Solving Pattern to Members of a Discussion Group," Speech Monographs, vol. 33 (1966), 168-177.

419. Brilhart, John K. and Lurene M. Jochem. "Effects of Different Patterns on Outcomes of Problem-Solving Discussion," Journal of Applied Psychology, vol. 48 (1964), 175-179.
This study dealt with the effectiveness of three patterns of problem-solving in which the order of ideation-criteria was varied. The pattern in which ideation comes before criteria yielded significantly more good ideas.

420. Lawrence, Lois and Patricia C. Smith. "Group Decision and Employee Participation," Journal of Applied Psychology, vol. 39 (1955), 334-337.
It was found in this study that in groups where subjects chose their own group goals, production output was higher.

421. (117.) Maier, Norman. Problem-Solving Discussions and Conferences: Leadership Methods and Skills. New York: McGraw-Hill, 1963.

422. Phillips, Gerald M. "'Pert' as a Logical Adjunct to the Discussion Process," Journal of Communication, vol. 15 (1965), 89-99.
This article describes the PERT (Program Evaluation and Review Technique) process in which group members work together in program planning and implementation. It is suggested that this be included as part of the discussion agenda.

423. Rimoldi, H. J. A. "A Technique for the Study of Problem-Solving," Educational and Psychological Measurement, vol. 15 (1955). 450-461.
The purpose of the article is to examine the thinking process which members of groups go through in problem-solving. The technique described for doing this looks into the number, type, and sequence of questions asked by subjects.

424. Scheidel, Thomas M. and Laura Crowell. "Idea Development in Small Discussion Groups," Quarterly Journal of Speech, vol. 50 (1964), 140-145.

This article develops a Category system applied to several groups to investigate the ideation process. Basically, it was found that there is considerable flexibility in participation from contribution to contribution in a small group discussion.

425. Vinacke, W. Edgar. "Some Variables in Buzz Sessions," Journal of Social Psychology, vol. 45 (1957), 25-33.

The following conclusions emerged from this study: (1) Buzz sessions may cause significant changes in problem-solving behavior or participation of subjects. (2) Lengthier discussion may also produce such changes in behavior. (3) The nature of the change may be a function of the task set in discussion.

426. Zand, Dale E. and Timothy W. Costello. "Effect of Problem-Solving Efficiency Under Constrained Communication," Psychological Reports, vol. 13 (1963), 219-224.

It was found that when group members cannot communicate, one of two conditions comes to pass: (1) If the group tried to solve a problem and then moved on to another version of the problem, it solves the problem more quickly. (2) If the group continued working on the same version of the problem, it solves the problem less quickly.

TASK VARIABLES (Continued)

IV. VARIABLES RELATED TO INDIVIDUALS

427. Bass, Bernard M. "Amount of Participation, Coalsecence, and Profitability of Decision Making Discussions," Journal of Abnormal and Social Psychology, vol. 67 (1963), 92-94.
Time talked, coalsecence, and profit from discussion were examined in groups, and it was found that motivation is related to decision accuracy and participation, coalescence, and attempts at leadership. Increased accuracy in decision making may result from high participation and coalescence.

428. (158.) Bass, Bernard M. and Cecil R. Wurster. "Effects of the Nature of the Problem on LGD Performance," Journal of Applied Psychology, vol. 37 (1953), 96-99.

429. Hoffman, L. Richard. "Homogeneity of Member Personality and Its Effect on Group Problem-Solving," Journal of Abnormal and Social Psychology, vol. 58 (1959), 27-32.
It was found in this study that higher quality solutions were produced by more heterogeneous groups.

430. Mann, John H. and Carola H. Mann. "The Importance of a Group Task in Producing Group-Member Personality and Behavior Changes," Human Relations, vol. 12 (1959), 75-80.
The purpose of the study was to determine effects of discussion and study groups on personality. It was revealed that task-oriented study group members changed in personality significantly more than discussion group members.

431. Pyron, H. Charles and Harry Sharp. "A Quantitative Study of Reflective Thinking and Performance in Problem-Solving Discussions," Journal of Communication, vol. 13 (1963), 46-53.
Subjects whose discussion performance was ranked high were compared with those ranked low. It was found that high-performance subjects scored significantly higher in reflective thinking ability than low-performance subjects.

432. Sharp, Harry and Joyce Milliken. "Reflective Thinking Ability and the Product of Problem-Solving Discussion," Speech Monpgraphs, vol. 31 (1964), 124-127.
The authors found a positive relationship between group members' reflective thinking abilities and the quality of the group solution.

433. Shaw, Marvin E. "Some Effects of Varying Amounts of Information Exclusively Possessed by a Group Member Upon His Behavior in the Group," Journal of General Psychology, vol. 68 (1963), 71-79.
The conclusion of this study is that when the task can be solved by logical procedures, information, increased range of ideas, and other skills will aid in increasing the group's effectiveness; but when the solution must be arrived at consensually, such factors are curvilinearly related to group effectiveness.

434. Tucker, Raymond K. "Discussion Outlines and Skill in Reflective Thinking," Speech Teacher, vol. 6 (1957), 139-142.
This author asserts on the basis of his experimental study that preparation of discussion outlines does not affect significantly one's skill in reflective thinking.

TASK VARIABLES (Continued)

V. VARIABLES RELATED TO GROUP ATTRIBUTES

435. Banghart, Frank W. "Group Structure, Anxiety, and Problem-Solving Efficiency," Journal of Experimental Education, vol. 28 (1959), 171-174.

Groups were divided on the basis of easy and hard problems. In the first condition, anxiety had a relatively minimal influence on problem-solving time. However, under the difficult problem condition, anxiety was more influential in cooperative groups than in non-cooperative groups.

436. Cohen, Arthur M. "Changing Small Group Communication Networks," Journal of Communication, vol. 11, (1961), 116-124.

This article reviews six studies, and the author concludes that previous experience of a group affects the members' modification of their methods of dealing with a task.

437. Hall, Ernest J., Jane S. Mouton, and Robert R Blake. "Group Problem-Solving Effectiveness Under Conditions of Pooling vs. Interaction," Journal of Social Psychology, vol. 59 (1963), 147-157.

This study queried the effectiveness of individual pooled ideas in problem-solving as compared to that of group interaction. It was found that in group interaction, solutions approach the best possible solution regardless of any individual's attempt to influence that decision.

438. Hall, Jay and M.S. Williams. "A Comparison of Decision-making Performances in Established and ad hoc groups," Journal of Personality and Social Psychology, vol. 3 (1966), 214-222.

Established groups were found to be superior to ad hoc groups in performance. This supports the importance of group tradition.

439. Hammond, Leo K. and Morton Goldman. "Competition and Non-Competition and its Relationship to Individual and Group Productivity," Sociometry, vol. 24 (1961), 46-60.

The problem-solving productivity of groups was studied in this investigation. It was found that members were more involved and attentive in non-competitive conditions. The group as a whole came up with better solutions than individual members alone.

440. Roby, Thornton B., Elizabeth H. Nicol, and Francis M. Farrell. "Group Problem-Solving Under Two Types of Executive Structure," Journal of Abnormal and Social Psychology, vol. 67 (1963), 550-556.

This study was designed to determine the difference between problem-solving speed in groups with a single leader and that in groups with shared responsibility. It was found from studying teams of airmen that in problems dealing with environmental changes, the shared responsibility condition proved to be faster. In problems involving coordination of action, it was found to be better to have a single centralized authority.

441. Smith, Anthony J., Harrison E. Madden, and Ronald Sobol. "Productivity and Recall in Cooperative and Competitive Discussion Groups," Journal of Psychology, vol. 43 (1957), 193-204.

This study confirmed the hypotheses: (1) Cooperative groups are more productive than competitive groups. (2) Regardless of the condition, the proportion of recalled material is greater than expected by chance.

TASK VARIABLES (Continued)

VI. GROUP RISK-TAKING

442. Kogan, Nathan and Michael A. Wallach. "Group Risk Taking as a Function of Members' Anxiety and Defensiveness Levels," Journal of Personality, vol. 35 (1967), 50-63.
It was found in this study that the amount of risk taken by an individual in a discussion or after discussion is related to anxiety and defensiveness.

443. Lamm, Helmut. "Will an Observer Advise Higher Risk Taking After Hearing a Discussion of the Decision Problem?" Journal of Personality and Social Psychology, vol. 6 (1967), 467-471.
It was found that group members, observers, and listeners shift toward more risky decisions after discussion. The authors believe that risky shift may be explained by increased information exchange in discussion.

444. Rettig, Salomon, and Stuart J. Turoff. "Exposure to Group Discussion and Predicted Ethical Risk Taking," Journal of Personality and Social Psychology, vol. 7 (1967), 177-180.
The authors report that exposure to live discussion, but not to taped discussion, produced a risky shift.

445. Siegel, Sheldon and Robert B. Zajonc. "Group Risk Taking in Professional Decisions," Sociometry, vol. 30 (1967), 339-349.
This study was made among actual established groups. It was found that group decisions were apt to be riskier than mean individual decisions.

446. Wallach, Michael A., Nathan Kogan, and Roger B. Burt. "Group Risk Taking and Field Dependence-Independence of Group Members," Sociometry, vol. 30 (1967), 323-338.
It was found in this experimental study that groups consisting of persons more dependent on the perceptual field are more willing to make risky decisions after discussion than are groups with field-independent members. Also it was found that among field-dependents, the greater the member's tendency to shift to the risky decision, the more he tends to attribute the shift to the group as a whole.

462. Giffin, Kim and Brad Lashbrook. "An Evaluation of Two Experimental Group-Action Tournaments," Southern Speech Journal, vol. 26 (1961), 241-244.

This paper describes the group action tournament at the University of Kansas. The tournament attempts to alleviate some previous criticism of discussion tournaments: (1) failure to establish true groups, (2) distortion of member relationships, (3) lack of student motivation, and (4) insufficient time. Measurement was made at the tournament and data collected. The author concludes that the above-listed problems were eliminated.

463. Giffin, Kim and Gary Skinner. "An Investigation of the Academic Preparation and Professional Qualifications of Teachers of College Courses in Discussion," Speech Teacher, vol. 12 (1963), 43-49.

This is a survey study of 250 discussion teachers. Results are classified as follows: general considerations, educational background, teaching experience, and practical experience.

464. Gordon, William I. "Tape Exchange in the Discussion Methods Course," Southern Speech Journal, vol. 30 (1965), 231-236.

The author describes a discussion course in which the use of tapes of actual discussion groups in the community were used. In return the class taped discussions of their own for distribution. The author lists numerous advantages of this approach.

465. Haiman, Franklyn S. "Effects of Training in Group Processes on Open-Mindedness," Journal of Communication, vol. 13 (1963), 236-245.

The results of this experimental study indicate that courses in discussion and group leadership produced significant changes in subjects' open-mindedness.

466. Harnack, R. Victor. "Competition and Cooperation," Central States Speech Journal, vol. 3 (1951), 15-20.

This article reviews some current thinking on cooperation and competition in discussion. Ideas from Mead, Coob, Deutsch, Sherif, and others are presented. These points are applied to the controversy over competitiveness in extra-curricular speech activities.

467. Hinds, George L. "Developing Industrial Conference Leaders," Speech Teacher, vol. 4 (1955), 266-269.

This article describes a training program developed by the Kelsey Hayes Wheel Company and the Department of Speech at Wayne University. The program included topics on problem-solving, effective speaking, persuasion, visual aids, participation and leadership, and others.

468. Howell, William S. and Donald K. Smith. "Discussion Re-examined," Central States Speech Journal, vol. 5 (1953), 3-7.

Recognizing that approaches to teaching discussion are diverse, the authors attempt to establish some central concepts to help promote agreement among those who study discussion. Discussion is defined and qualities of good discussion problems are presented. Three kinds of "pseudo-discussion" are described.

469. Keltner, John. "Discussion Contests: Sense or Non-sense?" Speech Teacher, vol. 1 (1952), 95-100.

This article delves into the problems of discussion contests and the confusion about the relation between discussion and debate. Five successful contest formats are discussed, and the author concludes with some principles for discussion topics.

CHAPTER V
Teaching Small Group Discussion

454. Barnlund, Dean C. "Our Concept of Discussion: Static or Dynamic?" Speech Teacher, vol. 3 (1954), 8-14.
This article criticizes present concepts of discussion, and the author provides a concept of his own. Topics discussed include the requisite conditions to discussion and types of groups.

455. Cathcart, Robert S. "Leadership as a Secondary Function in Group Discussion," Speech Teacher, vol. 11 (1962), 221-226.
The author challenges the popular idea that leadership should come first and group deliberation second in discussion. He lists some disadvantages of this attitude. The thesis is that primary training should concern the process of discussion, not leadership.

456. Crowell, Laura. "Group- or Problem-Centered Discussion," Western Speech, vol. 22 (1958), 134-137.
The author stresses the importance of teaching skills in both problem solution and group maintenance. She provides a course outline in three units designed to do this.

457. Fausti, Remo P. and Arno H. Luker. "A Phenomenological Approach to Discussion," Speech Teacher, vol. 14 (1965), 19-23.
The authors promote a method of teaching discussion which focuses on individual development. The goals of such an approach are development of firm convictions in students as well as the ability and desire to re-examine those convictions.

458. Fessenden, Seth A. and Joseph A. Wagner. "Are We Interested in Content?" Western Speech, vol. 22 (1958), 137-141.
The thesis of this article is that speech courses should stress both the "what" and the "how" of speech. Discussion provides an opportunity to do this. The steps in problem solving are described as being central to the teaching of discussion.

459. Fest. Thorrel B. "The Place of Persuasion," Western Speech, vol. 22 (1958), 141-148.
The author believes that persuasion should be stressed more in discussion. Both advocacy and inquiry find a place in group discussion. That members think differently on issues speaks for the need for persuasion. The author presents several factors which necessitates persuasion in group discussion.

460. East, James R. and Howard Streifford. "Competitive Discussion: A Literary Approach," Speech Teacher, vol. 11 (1962), 136-140.
This article describes a type of contest discussion which, according to the authors, may yield significant values. The object of the discussion is for students to analyze good literature.

461. Giffin, Kim. "Stumbling Talk vs. Slick Lecture," Today's Speech, vol. 8 (1960), 4-5.
This is an experimental study comparing the straight lecture and discussion methods of teaching courses in discussion. The investigator found no significant difference between the two methods in student retention of material.

470. Keltner, John and Carroll C. Arnold. "Discussion in American Colleges and Universities," Quarterly Journal of Speech, vol. 42 (1956), 250-256.

The authors distributed 500 questionnaires concerning the teaching of discussion. They asked about the type of courses offered, departments in which they are taught, topics covered, activities included in the courses, and problem areas.

471. Miraglia, Joseph F. "Communication Network Research and Group Discussion," Today's Speech, vol. 12 (1964), 11-14.

This article briefly reviews some research on communication networks begun by Bavelas in 1948. The findings of this research are then applied to the teaching of discussion in the classroom. Participant evaluation, leader evaluation, and group decisions are considered.

472. Phelps, Waldo W. "The Panel Forum as a First Assignment in the Secondary School Speech Fundamentals Class," Speech Teacher, vol. 1 (1952), 163-166.

The author concludes that a panel forum assignment in the discussion class entails only a little teacher explanation and preparation and allows students to speak early in the term.

473. Phifer, Gregg and Huber Ellingsworth. "Intercollegiate Discussion in the South, 1951-1952," Southern Speech Journal, 18 (1952), 122-124.

This brief article describes the findings of a questionnaire study of 28 schools. Topics considered include the number of discussion conferences, number of schools involved, subjects, and schools attending.

474. Shepard, David W. "Some Observations on High School Discussion," Speech Teacher, vol. 4 (1955), 191-195.

Four major problems in contest discussions are described: (1) failure of students to be selective in reading, (2) failure to evaluate material, (3) failure to evaluate member contributions, and (4) failure to follow the steps of discussion.

475. Stelzner, Hermann. "Debate: Prerequisite to Discussion," Western Speech, vol. 22 (1958), 225-229.

The author argues for including a course in debate as a prerequisite to courses in discussion. Many of the skills such as reasoning and use of evidence would provide a sound basis for discussion. Some of the arguments against such a proposal are considered and answered.

476. Watkins, Lloyd. "Some Problems and Solutions in Teaching Group Discussion," Speech Teacher, vol. 10 (1961), 211-214.

The following teaching problems are discussed: inadequate preparation in discussion, inadequate participation, lack of conversational quality, stereotyped analytical procedures, faulty evaluation techniques, handling the idle class, and inadequate understanding of principles.

477. Zelko, Harold. "Discussion Should Be Taught by Discussion," Today's Speech, vol. 8 (1960), 6-7.

This is a reply to the article by Kim Giffin (see item 461). He presents some requisite for the use of the discussion method of teaching discussion. Further suggestions for overcoming certain problems

# CHAPTER VI

## MISCELLANEOUS CONSIDERATIONS

### I. APPLIED DISCUSSION

478. Anderson, Martin P. "Discussion in Agriculture," Quarterly Journal of Speech, vol. 37 (1951), 463-468.
The author reviews several programs of discussion in agriculture: USDA extension program of 1914, Agricultural Extension Act, state extension services, Division of Program Study and Discussion, and others. Other topics included are phases of agricultural discussion, leadership training, problem-solving, and others.

479. (485.) Bane, Laverne. "A Pattern of Discussion," Speech Teacher, vol. 4 (1955), 187-190.

480. Bane, Laverne. "The People Speak," Western Speech, vol. 19 (1955), 75-76.
After attending some 26 meetings relevant to community problems in a single year, the author analyzed some typical problems evident in many of them. Some sources of problems included meeting organization, seating arrangement, leadership, and sponsor prejudices.

481. Bryson, Lyman. "The Rhetoric of Conciliation," Quarterly Journal of Speech, vol. 39 (1953), 437-443.
This article relates discussion as a tool in mediation. The three stages include explanation, debate, and decision. These three stages are explained in the article.

482. Oliver, Robert T. "The Rhetoric of Power in Diplomatic Conferences," Quarterly Journal of Speech, vol. 40 (1954), 288-292.
This is a follow up to an article by Walser (see item 483) dealing with discussion in diplomatic affairs. Seven characteristics of international debate are listed: Ambiguity, the aim of wide acceptance, escape clauses, national pride, rationalization, importance of audience adaptation, and lack of cross-cultural understanding.

483. Walser, Frank W. "Diplomacy, Discussion, and the Chairman," Quarterly Journal of Speech, vol. 40 (1954), 43-48.
The author gives a personal account of leadership in international discussion. He describes the function of leadership in diplomatic discussion and relates particularly the problems evident in the U. N.

484. Wileden, A. F. "The Sociologist's Role in Public Policy Discussions," Rural Sociology, vol. 24 (1959), 131-139.
The author stresses the importance of the rural sociologist's use of public discussion for consideration of community problems as well as dissemination of information. A brief history of the use of public discussion in agriculture is presented. The special role of the sociologist as expert in group processes and rural problems is discussed.

MISCELLANEOUS CONSIDERATIONS (Continued)

II. PUBLIC DISCUSSION

485. Bane, Laverne. "A Pattern of Discussion," Speech Teacher, vol. 4 (1955), 187-190.
The author reports the format used for two discussion programs in a small school district. A previous questionnaire study had found great variation in public opinion on some aspects of local education. The discussion programs, which involved teachers and parents, were designed to consider these problem areas.

486. Brandenburg, Ernest. "Public Discussion as a Propaganda Technique," Central States Speech Journal, vol. 1 (1950), 29-32.
The author points out that many public discussions are designed to promote a previously-established idea. Such has been the case with inter-religious groups on campuses. This form of public discussion is further described and defended.

487. Carnack, William R. and Gregg Phifer. "An Experiment Comparing Discussion with Debate," Southern Speech Journal, vol. 21 (1956), 189-194.
The investigator found no significant difference between discussion and debate in the amount of information retained by audiences.

488. Grissinger, James A. "The Comparative Influence on Audience Opinion of Panel Discussion and Formal Debate," Speech Monographs, vol. 22 (1955), 60-67.
It was found in this study that audience opinion was influenced significantly more by discussion than by debate and that audiences tended to shift their opinions back and forth during the course of debate, while opinion shift was continuous in one direction during the course of discussion.

489. Henry, David. "Concern for Consensus," Quarterly Journal of Speech, vol. 47 (1961), 239-243.
This essay points out the importance of compromise in public discussion. The common task in discussion is stressed.

490. Lawson, Strong. "The Invisible Panel," Quarterly Journal of Speech, vol. 37 (1951), 469-470.
This article discusses the demands of public discussion where audience participation is sought. The author suggests placing informed "invisible panelists" in the audience to aid in the audience response.

491. Thompson, Wayne N. "A Study of the Factors Considered by Students in Evaluating Public Discussion," Speech Monographs, vol. 20 (1953), 268-272.
Polled students suggested that important factors in discussion include material, organization, and interestingness. They disregarded thought and delivery.

492. (484.) Wileden, A. F. "The Sociologist's Role in Public Policy Discussions," Rural Sociology, vol. 24 (1959), 131-139.

MISCELLANEOUS CONSIDERATIONS (Continued)

III. RESEARCH METHODOLOGY AND MEASUREMENT

493. (451.) Bane, C. Laverne. "Evaluation of Training in Discussion," Western Speech, vol. 22 (1958), 148-153.

494. Barnlund, Dean C. "The Use of Group Observers," Speech Teacher, vol. 4 (1955), 46-48.
For purposes of discussion evaluation, the author suggests the use of two observers: the content observer notes the effectiveness of group problem solving; the process observer makes note of group interaction and psychological processes. Ten guiding questions are suggested for each observer.

495. Bales, Robert F. and Ned A. Flanders, "Planning an Observation Room and Group Laboratory," American Sociological Review, vol. 19 (1954), 771-781.
This article describes some plans for a small group research laboratory. This discussion describes existing plants, and considerations such as space and comfort, research and educational functions, and facilities design are presented.

496. Bass, Bernard M., et.al. "An Objective Method of Studying Behavior in Groups," Psychological Reports, vol. 3 (1957), 265-280.
A method for measuring various group behaviors (e.g., group stability, individual congruence, and group decision) is developed. Basically, it consists of having the members rank order some stimuli privately and as a group. Intercorrelations of these rank orderings are used as measures.

497. Brandenburg, Earnest, "Problems in Measuring the Results of Discussion," Journal of Communication, vol. 3 (1953), 28-33.
The areas discussed in this paper include group action, group consensus, quality of group consensus, information gain, and uniqueness of group effort. Each of these may be considered results. In addition, eight problems in measurement are listed.

498. Brandenburg, Earnest and Philip A. Neal. "Graphic Techniques for Evaluating Discussion and Conference Procedures," Quarterly Journal of Speech, vol. 39 (1953), 201-208.
Nine graphic evaluative techniques are displayed. Variables included in the methods are length of participation, significance of remarks, function of remarks, roles played, power exerted on the group, benefit to group direction, and relevance of remarks.

499. Crowell, Laura. "Rating Scales as Diagnostic Instruments in Discussion," Speech Teacher, vol. 2 (1953), 26-32.
The author polled teachers of discussion in 40 colleges and universities on types of rating scales used, the adaptability of scales, reasons for using scales, diagnostic efficiency of the scales, items, and others. Some suggestions for using rating scales are given.

500. Crowell, Laura and Thomas M. Scheidel. "Categories for Analysis of Idea Development in Discussion Groups," Journal of Social Psychology, vol. 54 (1961), 155-168.
This article develops categories for classifying ideas produced in discussion. Any remark may be labelled in a number of ways, depending upon the categories into which it fits. A sample discussion is analyzed with this system.

501. (384.) Damrin, Dora E. "The Russell Sage Social Relations Test: A Technique for Measuring Group Problem-solving Skills in Elementary School Children," Journal of Experimental Education, vol. 28 (1959), 85-99.

502. Davis, James A., Joe L. Spaeth and Carolyn Huson. "A Technique for Analyzing the Effects of Group Composition," American Sociological Review, vol. 26 (1961), 215-225.
This study describes a technique for isolating individual and group attributes. Possible relationships among variables are discussed along with statistical problems and examples.

503. Dickens, Milton. "Basic Principles of Measurement in Human Relations as they Apply to Group Discussion," Journal of Communication, vol. 3 (1953), 11-13.
This short exposition describes some pertinent principles of experimental research and measurement. Such topics as experimenter attitude, problem-centeredness, control, design, data gathering, and interpretation are considered.

504. (9.) Giffin, Kim. "A Conceptual Basis for Experimental Studies in Discussion," Central States Speech Journal, vol. 11 (1959), 35-37.

505. Grossack, Martin. "Controlling Interaction in Small Group Research," Journal of Psychology, vol. 35 (1953), 241-244.
After criticizing studies which restrict the natural interaction among individuals in groups being studied, the author summarizes eight methods of controlling variables in small group research.

506. Harnack, R. Victor. "Problems in Measuring Discussion Process," Journal of Communication, vol. 3 (1953), 13-16.
This paper discusses some problems in classifying components of the communication process. Some areas in which measurement might take place are listed: task, group maintenance, member satisfaction, roles, and others. Finally, some possible measurement methods are presented.

507. Horwitz, Murray and Corwin Cartwright. "A Projective Method for the Diagnosis of Group Properties," Human Relations, vol. 6 (1953), 397-410.
The authors suggest further investigation of a projective technique for investigating group communication. The test is a modified TAT, in which groups discuss ambiguous pictures. Interaction is classified and studied.

508. Mills, Theodore M. "The Observer, the Experimenter, and Group," Social Problems, vol. 14 (1967), 373-381.

The author discusses what he believes to be a significant problem in investigating small groups whether in the field or the laboratory. The problem is the involvement of the investigator with the group. Thus he is not an objective observer, and the group is not a true functioning autonomous organ.

509. Myers, Jerome L. "The Statistical Analysis of Some Group Experiments," Journal of General Psychology, vol. 61 (1959), 205-210.

The purpose of this study is to compare methods of experimental design in studies of small groups. The study considers the basic design in which a number of experimental groups are exposed to a treatment and an equal number of control groups are not exposed. Some additional extensions of this method are also considered.

510. (423.) Rimoldi, H. J. A. "A Technique for the Study of Problem Solving," Educational and Psychological Monographs, vol. 15 (1955), 450-461.

511. Roby, Thornton B. and John T. Lanzetta. "Work Group Structure, Communication, and Group Performance," Sociometry, vol. 19 (1956), 105-113.

This article describes some constructs useful in the measurement of group communication. A theoretical framework including task performance and group structure is described as well as some experimental studies on the usefulness of the concepts.

512. (68.) Selvin, Hanan G. The Effects of Leadership. Glencoe: The Free Press, 1960.